



Pupil Premium Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Oswald's Catholic Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	21.09.2021
Date on which it will be reviewed	21.09.2022
Statement authorised by	Mrs B. Wood
Pupil premium lead	Mr J.Mears
Governor / Trustee lead	Mrs C.Wiggins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,775.00
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Oswald's we are committed to ensuring that every child has access to a full curriculum, especially for our disadvantaged pupils.

We ensure that any barriers to learning are minimised by closely monitoring attendance, parental engagement, progress and attainment.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In the vast majority of cases our disadvantaged pupils make good progress and have excellent attendance.

Challenge number	Detail of challenge
1	Attendance and punctuality of a small number of disadvantaged pupils. We are working closely with the families to support the challenges that they are facing.
2	Home Practice. We have ensured that disadvantaged pupils who need a device have access to a school i-pad or laptop. Allocate time in school if necessary to complete Home Practice
3	Daily Reading. Teaching Assistants ensure that pupils who do not have regular reading at home have additional reading time in school 1-1
4	Behaviour. Ensuring that behaviour does not impact on learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils achieve their potential academically.	Pupils accessing the whole curriculum Basic skills in reading, writing and number are secure. Effective use of Teaching Assistants to provide support in the classroom and 1-1
Disadvantaged pupils are included in every aspect of extra –curricular and pupil premium is used to enable the opportunities.	Attending all school trips Access to clubs that they show a great interest in.
Improved mental well-being, self-esteem and self-confidence of disadvantaged pupils.	School Counsellor to visit school twice a week which provides the children with 1:1 support and a chance to talk about their concerns. Pupils more able to use strategies independently

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD)

Budgeted cost: £ 2 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional Development for all staff</i>	Team Teach training for all staff which addressed potential behaviour issues so that behaviour does not become a barrier for learning.	4

Targeted academic support (for example, one-to-one support interventions)

Budgeted cost: £ 17 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistant support</i>	Supporting disadvantaged pupils in class and 1-1 Ensuring reading every day Access to Home Practice Support with positive behaviour strategies	2 3 4
<i>Maths Club</i>	Support for basic number skills and pre learning to ensure success in maths lessons	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling Support</i>	To support pupils to build self esteem and confidence	1 2 4

<i>Inclusion Consultant input</i>	Baseline assessments to ensure that any barriers to learning are identified eg dyslexia	1 2 3 4
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Total budgeted cost: £ 26 240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As a school we have undertaken teacher assessments as well as end of year NFER tests. We have also been part of the No More Marking national assessments.

We have undertaken diagnostic assessments for individual pupils who have not achieved the age related expectations.

The mastery approach to Maths has been piloted and is now in action in Y1,Y2, Y3 and Y4. This approach will help our disadvantaged pupils move on with their maths learning rather than be activity led.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Red Rose Mastery Maths	Lancashire Professional Development Support