



Together in Love. Growing in Faith. A journey of Hope

**Pupil Premium Strategy Statement
Planned Expenditure for Academic Year 2020 -2021**

What is the Pupil Premium?

The Pupil Premium Grant (PPG) was introduced in 2011 as additional funding given to schools to support their disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium Grant is primarily aimed at pupils who are from low-income families and are eligible for Free School Meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years (known as 'Ever 6' FSM). This funding also covers Children Looked After (CLA), children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. Schools also receive a service premium for pupils whose parents either serve in the armed forces or are in receipt of a child pension from the ministry of Defence. As a school we are accountable for ensuring that the funding is spent in the right way; making a difference to the progress and attainment of the pupils who are in receipt of this support.

Barriers to Future Attainment (internal)

We understand that challenging socio economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. We believe that having a broad and balanced curriculum is imperative to improve the outcomes and how this can shape the future of our children. At SS Osmund and Andrew's we also believe that quality first teaching is paramount to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice. All children need opportunities to enrich their lives through experiences we ensure that where children are unable to access these through home the opportunities are provided for them by school as well as ensuring all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential. Although financial support is provided for schools specifically for children who qualify for pupil premium,

outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

At SS Osmund and Andrew's we have identified barriers to learning which can include:

- **Social and emotional wellbeing**
- **Limited cultural capital and enrichment**
- **Low on entry baseline data**
- **Language and communication**
- **Identified learning needs**

Desired Outcomes

- School to provide rich cultural, sporting, musical and extra-curricular activities including after school clubs aimed at PP children to raise aspirations and motivation, school trips and residential to ensure access and engagement for PP funded children
- To ensure all children including PP funded children have a wide, varied, knowledge rich curriculum as well as access to cultural capital.
- School to provide social and emotional support as well as mental health support for PP funded children and their families
- Well trained staff deliver interventions in reading, writing and maths with particular focus on phonics and reading
- A well balanced curriculum provided for all children including PP children
- A phonics scheme with parental workshops to engage and raise attainment in phonics
- PP funded children with SEN are well supported in class to improve attainment and progress.
- DHT released to train staff and provide interventions to improve PP attainment and progress
- Review of early years provision improves percentage of PP funded children achieving GLD
- PP children have access to resources to support learning
- PP who are working towards Greater Depth have access to quality first teaching and opportunities to extend their learning in order to achieve their full potential.

Pupil Premium Grant 2020 – 2021 Based on the January 2020 census

Overview of the school	
Total number of pupils on roll (excluding nursery)	353
Proportion of disadvantaged pupils	24%
Total number of Free School Meal (FSM) pupils on roll	59
Total number of Forever 6 pupils entitlement	74
Total number of Service family pupils	4
Total number of children looked after	3
Total number of children adopted from care	1
Total grant for FSM PPG entitlement	£99,530
Total grant for Service children	£1,240
Total grant for children looked after	£2,170
Total grant for Adopted from care	£2,345
Total amount of funding received	£105,285

Published date	19 November 2020
Review date	October 2021
Statement authorised by	James Graves
Pupil premium lead	Sharon Doyle
Governor lead	Donna O'Mahoney

Disadvantaged pupil progress scores for last academic year	
Measure	n/a
Reading	n/a
Writing	n/a
Maths	n/a

Main barriers to educational achievement

SS Osmund and Andrew's employ a specialist SEN lead for 10 days per month and 2 learning mentors. These staff are trained in the delivery of a number of named interventions and support throughout school.

Additional support programmes for children identified with a learning need are all costed, planned, evaluated and monitored closely. Impact is measured at the end of an intervention, evidence is kept in school records and shared with the appropriate staff. Half termly progress meetings are held with teaching staff and data analysis completed termly.

Priority issues identified for 2020-21 are reading and maths and reading and writing and maths combined greater depth in KS2, GLD in EYFS.

Area of spend	Allocation	Activity	Intended Outcomes	Review Impact
Learning mentors & SENCO	£16,013	<p>Learning mentors and support staff to provide nursery narrative and reception narrative. One to one speech and language therapy for identified children.</p> <p>To use the expertise of a learning mentor to deliver high quality appropriate interventions</p> <ul style="list-style-type: none"> • Toe by Toe • Working memory <p>Numeracy support – skills of early number</p> <p>To support PSHE and give emotional support to children with ASD.</p> <p>The following programmes to be delivered weekly through school</p> <ul style="list-style-type: none"> • Lego therapy, • You Talk I listen • Colour therapy <p>Nurture group</p> <p>PP with SEN are identified at pupil progress meetings and interventions are given.</p> <p>Pupil passports are regularly updated and adapted to ensure progress is made.</p>	<p>Children make good progress towards meeting GLD.</p> <p>Pupil progress measures showing that children have made good progress and are closing the gap on their peers.</p> <p>Children who are struggling with emotional and behaviour issues are able to overcome difficulties and access the curriculum.</p>	<p>Pupil progress meetings termly, review targets and interventions to monitor and evaluate impact</p> <p>PP identified half termly and intervention set in place to raise attainment and progress</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on attainment and progress for PP children</p> <p>Tracking of core subject and assessment for all subjects ensure PP children make progress.</p> <p>SLT to monitor and evaluate termly.</p>
To raise attainment in reading and broaden children's cultural knowledge.	£0 – grant funding obtained from Chadwick Trust	<p>To relocate the school library into the newly built area of school.</p> <p>Purchase new library shelving, seating and an audit of the books.</p>	<p>Children to have a love of reading throughout the school.</p> <p>Increased attainment in reading for all children including PP children.</p>	<p>Tracking of core subject and assessment for all subjects ensure PP children make progress.</p> <p>SLT to monitor and evaluate termly.</p>

Wellcomm training for EYFS staff	Nil cost – free training	3 members of staff in EYFS to attend appropriate communication and language training.	Accelerated progress in children’s communication and language skills.	<p>Pupil progress meetings termly, review targets and interventions to monitor and evaluate impact</p> <p>PP identified half termly and intervention set in place to raise attainment and progress</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on attainment and progress for PP children</p> <p>Tracking of core subject and assessment for all subjects ensure PP children make progress.</p> <p>SLT to monitor and evaluate termly.</p>
Quality first teaching and structured, high quality interventions especially in phonics, reading and maths	£76,083	<p>Trained staff lead interventions in reading (inference and guided reading), phonics, writing, maths (including reasoning)</p> <p>Small group interventions for year 6 in English and Maths</p> <p>Small targeted guided reading sessions improved vocabulary and comprehension</p> <p>1:1 and small group RWI intervention improve fluency of reading for all children including PP children</p>	<p>PP children set challenging targets to accelerate progress.</p> <p>Children identified as making limited progress to make accelerated progress to close the gap between them and their peers.</p> <p>PP children identified as GDS have targeted support and differentiated work in order to accelerate progress</p>	<p>Pupil progress meetings termly, review targets and interventions to monitor and evaluate impact</p> <p>PP identified half termly and intervention set in place to raise attainment and progress</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on attainment and progress for PP children</p>
To provide quality reading resources and areas around school	£3,764 new phonics reading book	<p>Phonics books to support early reading that will support the phonics work in class.</p> <p>Improve the quality of the school reading resources and provide more choice for taking</p>	<p>Improved reading enjoyment, understanding and fluency for all children.</p> <p>Matched reading books ensure that all children, including PP children, have suitable home reading books.</p>	<p>Phonics lead to monitor via lesson observations, phonic meetings and data tracking.</p> <p>External support from English Hub.</p> <p>Feedback to curriculum committee and challenging questions for SLT/KS1 lead.</p>

		<p>books home and sharing with adults.</p> <p>To raise progress and attainment in reading and broaden children's vocabulary.</p>	<p>Introduction of reading challenges and strategies to encourage PP children to read at home.</p> <p>PP children data comparable with non PP children.</p> <p>A school library children can use throughout the school day to support their learning and love of reading.</p>	
Curriculum enhancement	£228	To provide rich cultural, sporting, musical and extra-curricular activities, school trips and residential to ensure access and engagement for PP funded children.	<p>Pay for individual musical tuition for PP children who cannot afford it.</p> <p>Subsides class trips, residential (Y6) To ensure affordable for PP children</p> <p>A variety of extra-curricular clubs throughout the year include PP children</p>	<p>SLT to monitor impact of after school/ before school clubs</p> <p>Sports co-ordinator to monitor variety and quality of sport extra-curricular activities</p> <p>SLT to monitor and evaluate termly</p>
PP children have access to resources to support learning or EHWB	£4,000	<p>Purchase of specific resources (iPads, numicon etc.)</p> <p>PP children are provided with uniform, PE equipment, book bags</p> <p>Families are provided with other essentials to ensure attendance, EHWB or learning needs are met</p> <p>Year 6 children to receive CGP SATS revision books</p>	<p>PP children feel secure and included and have individual needs met to support learning</p> <p>Families feed supported and have access to funds if needed</p>	<p>SENCO</p> <p>Key Stage leaders</p> <p>SLT</p>
DHT to train staff and provide high quality interventions to improve PP attainment and progress.	£13,867	<p>DHT leads staff training to improve teaching and learning.</p> <p>Teaches small group interventions to accelerate progress.</p> <p>Undertakes mentoring sessions to improve teaching and learning.</p>	<p>High quality training to improve teaching and learning to raise standards and improved attainment.</p>	

Total Expenditure	£113,955			
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Intended outcomes/impact for all pupils pupil premium and non pupil premium children

All children benefit within school from the interventions and expertise of the learning mentors regardless of pupil premium eligibility. The impact will be measured on improvement in readiness to learn, behaviour, progress and overall attainment.

Dates for pupil premium strategy review this academic year are: Governors meetings Autumn, Spring and Summer