 

**Pupil premium strategy : Our Lady’s Catholic Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Our Lady’s Catholic Primary School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £54,120 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 246 | **Number of pupils eligible for PP** | 41 | **Date for next internal review of this strategy** | Feb 2017 |

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| 1. **Current attainment KS2 2016** | | |
| 8 children eligible for PP with 1 EHCP and 1 SEN Support | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths School 58%** | 38% | 60% |
| **making progress in reading School +2.5** | -1.15 (+2.8 -SEN) | +0.18 |
| **making progress in writing School -1.5** | -3.03 (-1.4-SEN) | -0.07 |
| **making progress in maths School -0.2** | -2.75 (-1.3-SEN) | -0.04 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** | | | | |
|  | | Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | | |
|  | | High ability pupils who are eligible for PP are making less progress than other high ability pupils across each Key Stage. This prevents sustained high achievement in Key Stage 2. | | |
| **C.** | |  | | |
| **External barriers** | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 1.3% (below the National Average for all children of 96%. This reduces their school hours and causes them to fall behind on average. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Communication and Language. |
|  | Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.  Difference of progress of PP group and National other will be diminished from the figures KS2 2016 to 2017.  PP group EYFS 2015 will make improved progress by Y2 2017 when compared to 2016 Y2 cohort. | | Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the collaborative Family Cluster. 4 from 5 ELG Exp 2015 PP children reach expected Y2 2017. 1 from 2 ELG Emergent 2015 PP children reach Y2E 2017. |
|  | Increased attendance rates for pupils eligible for PP | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% towards 96% in line with ’other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016/17** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Improved oral language skills in Reception  B. Improved progress for high attaining pupils | Be involved in URLEY research with Oxford University and UCL. A programme to support language and social development in EYFS.  Staff training on developing oracy for the high attaining pupils in EYFS and beginning to develop this into a school –wide programme. | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest oral language interventions and specifically EYFS interventions can each result in +5 months improvement. Additionally high quality feedback (+8 months) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | Course selected using evidence of effectiveness.  Use INSET days to deliver training.  Peer observation of attendees’ classes after the course, to embed learning (no assessment).  Lessons from training embedded into whole school feedback practices. | **EYFS leader** | July 2017 |
| B. Improved progress for high attaining pupils  B. Difference of progress of PP group and National other will be diminished from the figures KS2 2016 to 2017. | CPD on providing stretch for high attaining pupils.  Use of SENCo to teach specifically targeted small timetabled groups from Y2 to Y6 using meta-cognition and self-regulatory approaches | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train teachers in practices to provide stretch and encouragement for these pupils. Peer tutoring according to EEF can result in +5 months improvement.  Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress (EEF). The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.  These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.  The potential impact of these approaches is very high especially when combined with effective feedback (+8 months EEF). | In-house training on recognising and planning for Greater Depth.  Staff meeting time.  Peer observations and Performance management lesson observations to embed learning. | Deputy Head and Assessment Coordinator  SENCo and individual classteacher | Jan 2017 |
| **Total budgeted cost** | | | | | £31,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Improved oral language skills in reception  B. Improved progress for high attaining pupils | 1:1 and small group provision of Early Language Intervention for children in Reception. | Some of the students need targeted support to catch up. This is a programme which we are currently involved in research through URLEY project. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult any local school which has used the programme to identify any potential barriers to good implementation. | Reception and Nursery class teachers | July 2017 |
| B. Improved progress for high attaining pupils and diminishing the difference between PP non SEN and National other progress KS1 to KS2 2016-17.  Improved progress for Year 6 class with progress to be better than expected i.e. >3.0 in RWM. | Weekly smaller group sessions in English and maths for high-attaining pupils with DHT and Y6 teacher.  After school booster tuition delivered by Y6 teacher and DHT. | Provision of extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, EEF Toolkit +4 months. We will combine this additional provision with some ‘aspiration’ interventions such as visits from industry through the Careers Carousel and links with our feeder secondary schools including visits from past pupils.  Impact expected to be as previous year with general progress in RWM to be > 3.0 (expected ) from baseline 2016-17 to end of 2016-17. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator, English coordinator and SLT  Engage with parents and pupils before and during intervention to address any concerns or questions about the after school sessions. | Pupil Premium Coordinator | Mar 2017 |
| **Total budgeted cost** | | | | | £18,080 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D. Increased attendance rates | Pastoral Leader and office staff to follow up quickly on absences. First day response provision. Invite LA attendance officers to speak to Reception parents at Stay and Play Session. Headteacher to produce spreadsheet to track attendance of PP children termly and evaluate the trends over time. | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.  Learning lost through non-attendance cannot be regained/ caught-up so easily the younger the child. Barrier that parents see EYFS as not as vital for their child’s progress in learning. Research shows the opposite to be the case | Pastoral Leader, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Attendance trends reported to Pastoral and Curriculum Governing Committee within headteacher’s report will now include progress on attendance for PP children. | Pastoral Leader  Headteacher | Jan 2017 |
| Ensure high self-esteem amongst PP children | Ensure Residential and other trips, breakfast and after school clubs and all other enrichment costs are covered by school without recourse to the families of PP children. Purchase minibus.  Wider opportunities in music for whole classes Y3 to Y5 and continuing instrumental tuition in smaller groups in Y6.  Two classes and one after school club to perform in Dance Show At St Helen’s Theatre to a fee paying audience. | Evidence from EEF - Arts participation +2 months, outdoor learning +3 months and sports participation +2 months. Additionally for before and after school clubs EEF homework +2 months and extending school time +2 months. |  |  |  |
| **Total budgeted cost** | | | | | £5,040 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-16** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve phonics progress in EYFS and KS1 | Staff sent on RWI phonics training course | Good: training has increased knowledge of our chosen phonics method in school. We measured the impact on attainment for all children, not just PP eligible.  Success criteria: not fully met. Approach shows promise as evident from staff developing phonics teaching technique as seen in lesson observation – best practice shared amongst staff within EYFS and KS1.  50% of the disadvantaged children achieved the expected standard in 2016 i.e. 3 from 6. The trend from 2014 to 2016 shows a 17% rise. However, this is still below the National of 70%. The cumulative score for Y2 has risen 6% in 2016 and now matches National at 86%. Pupils that do not receive PP attain higher and now match National in 2016 with a trend 2014 to 2016 of +31%. The Y2 cumulative for these other children is 3% above National. | Staff were positive about the training and believe it has improved how phonics is taught and improved the outcomes for children.. | £6,040 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved progress for Year 6 class with progress to be better than expected i.e. >3.0 in RWM. | Booster smaller group tuition delivered by qualified teachers using planned programme. | High: observed increased progress amongst participating children compared to peers, as evidenced in the progress made from Y5 in reading Writing and Maths. Success criteria: met. | This seemed to be most effective when the focus area was determined by the class teachers based on their diagnostic analysis of the pupils work and responses. We will continue next year. | £33000 |
|  | Teaching Assistant Support/Intervention/  Daily Readers/ Literacy & Numeracy 1-1 After school club with homework provision.  SLA with Knowsley LA for SEN group work, literacy and numeracy assessments by SEN outreach teacher,  SENCo and Educational Psychologist |  |  |  |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Ensure high self-esteem amongst PP children | Ensure Residential and other trips, breakfast and after school clubs and all other enrichment costs are covered by school without recourse to the families of PP children. Purchase minibus.  Wider opportunities in music for whole classes Y3 to Y5 and continuing instrumental tuition in smaller groups in Y6.  Two classes and one after school club to perform in Dance Show At St Helen’s Theatre to a fee paying audience. | Success criteria met. All PP children accessed trips and all desired clubs without any cost to the families. Minibus purchased and used regularly.  Musical wider opportunities accessed by all pupils Y3 to Y5.  Guitar groups across Y5 and Y6 classes and woodwind in Y6.  Two year groups Y3, Y5 and after school club all performed at St Helen’s Theatre to a fee paying audience. Self –esteem raised. | All approach as successful will continue next year. Running costs of the minibuses will continue to be covered. | £15,080 |

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| 1. **Additional detail** |
| See Raiseonline 2016 SPTO (school tracking system) and parent and pupil view questionnaires for attitudes. |