 

**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** | 2019/20 | **Total PP budget** | £56,380 | **Date of most recent PP Review** | April 2019 |
| **Total number of pupils** | 238 | **Number of pupils eligible for PP** | 39 | **Date for next internal review of this strategy** | Feb 2020 |

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| 1. **Current attainment KS2 2019** | | |
| 6 children eligible for PP | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths School 64%** | 40% | 65% |
| **making progress in reading School +4.34** | +5.13 | +0.32 |
| **making progress in writing School +1.76** | +4.20 | +0.27 |
| **making progress in maths School +1.82** | +0.98 | +0.37 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** | | | | |
|  | | Oral language skills are lower for pupils eligible for PP than for other pupils. This slows writing progress in subsequent years. | | |
|  | | Reading progress for high ability and low ability PP is lower than other pupils. This prevents sustained high achievement in KS2. | | |
| **C.**  **D.** | | Writing progress is lower for higher ability PP than other pupils. This prevents sustained high achievement in KS2.  Maths progress for is lower for low ability PP than other pupils, there were no high ability pupils. This prevents sustained high achievement in KS2. | | |
| **External barriers** | | | | |
| **E.**  **F.** | | Attendance rates for pupils eligible for PP are 0.6% (below the National Average for all children of 96%). This reduces their school hours and causes them to fall behind on average.  Late comers. This causes issues for children who miss initial input or interventions. | | |
| 1. **Desired outcomes (2019/20)** | | | |
|  | *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 2019 to 2020 in reading and especially maths and writing.  PP group EYFS 2019/20 will make at least expected progress by Y2.  . | | 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. |
|  | 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 92.7% towards 96% in line with national average (96% school). |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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 | To continue our involvement with URLEY - a programme to support language and social development in EYFS.  Staff training in The Write Stuff for EYFS staff 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. | 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.  ECERS  SSTEW  The Write Stuff EYFS training Foundation Fantastics | **EYFS leader** |  |
| B. 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 2018 to 2019 in reading, maths and especially writing.  PP group EYFS 2019/20 will make at least expected progress by Y2. | CPD on providing stretch for high attaining pupils.  Use of class teacher 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. Focus on maths and reading.  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). | Peer observations and Performance management lesson observations to embed learning.  Across the school there is an insignificant number of HA PP children statistically. Despite this there will be an increased focus on these children.  Try to ensure timetabled groups have little disruption in normal circumstances and can be taken by SENCo for screenings and dyslexia diagnostic assessment. | Deputy Head and Assessment Coordinator  Maths co-ordinator  SENCo and individual classteacher | Jan 2020 |
| **Total budgeted cost** | | | | | £19,180 |
| 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 | 1:1 and small group provision of Early Language Intervention for children in Reception. ECERS and SSTEW to continue within the EYFS setting.  The Write Stuff Foundation Fantastics to be delivered in Reception after training. | Some of the students need targeted support to catch up. This is a programme which we have previously been involved in research through URLEY project.  The Write Stuff is fully implemented throughout the school and is proving to be a success. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Continue to liaise with other schools during cluster meetings to share good practice across the cluster. | Reception and Nursery class teachers |  |
| B. 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 2018 to 2019 in reading, writing and especially maths.  PP group EYFS 2019/20 will make at least expected progress by Y2.  PP group EYFS 2018/19 will make at least expected progress by Y2. | 2 x weekly smaller group sessions in English for high-attaining pupils with DHT and Y6 teacher.  Maths lead to boost children x2 per week.  2x weekly smaller group sessions for high-attaining maths pupils.  Small group interventions led by class teacher during assembly time.  After school booster tuition delivered by Y6 and Y4 teacher, TA and DHT.  Maths coordinator to deliver training to staff on the mastery approach in maths to diminish the gap between HA and LA. | 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. | Extra teaching time and preparation time 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  to liaise with maths coordinator specifically |  |
| **Total budgeted cost** | | | | | £22,700 |
| 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?** |
| Increased attendance rates for pupils eligible for PP | 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 include progress on attendance for PP children. | Pastoral Leader  Headteacher | Attendance of PP children was 93.7% for 2019-20 at the end of Jan 2020. |
|  | 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. | 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** | | | | | £14500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 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** |
| Improved oral language skills in Reception | URLEY research with Oxford University and UCL. A programme to support language and social development in EYFS.  The Write Stuff training. | 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.  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. | Staff were positive about the training and believe it has improved communication and language for the children. |  |
| 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** |
| 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 2018 to 2019 in reading, maths and especially writing.  PP group EYFS 2018/19 will make at least expected progress by Y2. | Booster smaller group tuition delivered by qualified teachers using planned programme.  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 | 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.  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. | 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. |  |
| 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** |
| Increased attendance rates for pupils eligible for PP | 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. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.7% towards 96% in line with national average (95.3% school) | We will continue next year. |  |

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| 1. **Additional detail** |
| See IDSR and ASP 2019, Classroom monitor (school tracking system) and parent and pupil view questionnaires for attitudes. |