

Our Lady's Catholic Primary Pupil premium strategy statement 2019-20

**"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."
(A.P.J. Abdul Khan, 11th President of India)**

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
Academic Year	2018/19	Total PP budget	£60791	Date of most recent PP Review	July 2019
Total number of pupils	210	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Jan 2020

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
36	8	0	1

Current Academic Year

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	8	6	2	0	0
Year 5	8	3	5	0	0
Year 4	8	6	2	0	0
Year 3	8	7	1	0	0
Year 2	9	9	0	1	0
Year 1	7	7	0	0	0
Reception	6	6	0	0	0
Total	54	44	10	0	0

1A. Evaluation of previous year 18-19

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>
A.	<p>% of PP children achieving GLD is in line with National figures for non PP children</p> <p>All PP children will pass the Year 2 phonics re-check.</p> <p>At the end of KS1 70%+ of children will be at ARE for reading and the remaining will reach their target through accelerated progress.</p> <p>15% of Y2 children will be at GD for reading.</p> <p>The 2 PP children who failed their phonics check will make accelerated progress in their phonetical awareness and this will be measured by a substantial increase in their Y2 phonics check score and reading levels.</p>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>	<p>See scorecard for a break down in data for PP across the school.</p> <p>Phonics – 71% pass for PP children.</p> <p>Y2 phonics increase – 1 child +4 (SEND) and 1 child +5 (SEND)</p>
B.	<p>PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</p> <p>PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p> <p>Y2 SEND/PP children will improve their phonics check score</p>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>	<p>100% of children made progress towards the targets in their EHCP and MyPlans.</p> <p>Monitoring of targets indicate that children are being set aspirational goals and quality first wave teaching is ensuring these are being met.</p> <p>Attendance of PP/SEND is 97% and above others.</p>
C.	<p>All PP parents attend Parents Evening for their children.</p> <p>An increasing amount of PP children will attend Y3-6 homework clubs.</p> <p>50% PP parents will attend phonics and reading workshops.</p> <p>PP parents join the PTFA</p>	<p>PP parents actively engage with their child's learning, particularly in KS1 with early reading and number.</p> <p>All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks</p>	<p>100% of parents attended a meeting with their class teacher in October and November.</p> <p>3 parents attended the phonics workshop.</p> <p>3 new sets of parents supported the running on PTFA events</p> <p>ALL PP children who requested a place in homework club were given first refusal.</p>

D.	PP children attendance to be in line with school attendance – target set for 97% % of PP children who are persistently absent is equal or less than national data and non PP children in school	All Pupil Premium children will be in school at the correct time – calm and ready to learn.	
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2. Current achievement			
End of KS1 & 2 Attainment for: 2018-2019	<i>Pupils eligible for PP (7)</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	57%	75%	65%
% achieving expected standard or above in reading	71%	78%	73%
% achieving expected standard or above in writing	86%	91%	78%
% achieving expected standard or above in maths	71%	88%	79%
Progress score in Reading		-1.5	0
Progress score in Mathematics		-0.6	0
Progress score in Writing		0.4	0
% achieving expected standard or above in reading at KS1	57%	73%	78%
% achieving expected standard or above in writing at KS1	57%	77%	73%
% achieving expected standard or above in maths at KS1	57%	90%	79%

* 1 PP child's Maths Test is under review.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Access to language/number – especially from books/reading opportunities Lack of early speech and language opportunities
B.	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning, particularly speech and language concerns and Nurture/THRIVE needs

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Parental engagement with school - especially regarding attendance at parents' evenings and completion of homework.
D.	Persistent Absence/Exclusion – children's lack of progress linked to their attendance in school.

4. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>% of PP children achieving GLD is in line with National figures for non PP children</p> <p>All PP children will pass the Year 2 phonics re-check.</p> <p>At the end of KS1 70%+ of children will be at ARE for reading and the remaining will reach their target through accelerated progress.</p> <p>15% of Y2 children will be at GD for reading.</p> <p>The 2 PP children who failed their phonics check will make accelerated progress in their phonetical awareness and this will be measured by a substantial increase in their Y2 phonics check score and reading levels.</p>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>
B.	<p>PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</p> <p>PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p> <p>Y2 SEND/PP children will improve their phonics check score</p>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>
C.	<p>All PP parents attend Parents Evening for their children.</p> <p>An increasing amount of PP children will attend Y3-6 homework clubs.</p> <p>50% PP parents will attend phonics and reading workshops.</p> <p>PP parents join the PTFA</p>	<p>PP parents actively engage with their child's learning, particularly in KS1 with early reading and number.</p>
D.	<p>PP children attendance to be in line with school attendance – target set for 97%</p> <p>% of PP children who are persistently absent is equal or less than national data and non PP children in school</p> <p>Exclusion rates for PP children are in-line with non PP and rates are below national averages.</p>	<p>All Pupil Premium children will be in school at the correct time – calm and ready to learn.</p>

5. Planned expenditure				
Academic year	2019/20			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To improve the quality/quantity of the teaching of reading in KS1	Reading Recovery teacher employed for 3.5 days per week	Data for 2017/18 and 2018/19 indicated the success of this in children closing the gap in reading and returning to ARE in reading at the end of KS1. We have been able to double the amount of time on this intervention	Monitoring and data analysis by SENCO and Principal	KE
All TA's and Staff receive effective CPD in teaching reading – with an emphasis on new staff and SEND/PP 1:1 staff.	KE to deliver workshops/supervision to Teaching Assistant and Staff using the principles of reading intervention	Feedback and impact of training carried out Summer 2018.	Reading data across school. Monitoring activities TA appraisals	KE
To support the PP children in Y5 & Y6	Experienced TAs to support the teacher in the delivery of the curriculum. This could be specific interventions (see green file) or	Data for 2016/17, 2017/18 and 2019 – this is a historic inter that has been successful before. The extra adults can work 1:1 with PP children, as part of a smaller group or be responsible for whole class management which allows the teacher to work with PP children.	Data analysis for these cohorts Monitoring activities	ZT and DC

	facilitating the teacher in providing first quality teaching for PP children.		Pupil progress meetings	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£26000
b. 1-1 Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
1:1 Reading support for PP children who are below ARE in Y1 & Y2	20 minute 1:1 reading intervention delivered by a 'reading skills' trained teacher. (4 children 4 times a week. Two cohorts per academic year)	Data for 2017/18 and 2018/19 – 100% of targeted children made rapid progress and achieved ARE in reading at the end of KS1.	Monitoring activities Appraisals	KE
Identified children in EYFS and KS1 make significant progress with their language and communication skills.	Talk Boost Sessions (20 mins) 2- 3 times per week	This is an historic intervention that has been successful before. A lack of language and communication skills impact on a child's learning in all areas as they proceed through the curriculum. This intervention is designed to tackle these issues early – entry to school or pre-school.	Entrance and exit tests for Talk Boost Progress meetings TA appraisals	ED – LW and CC
KS2 S&L interventions	Targeted S & L programmes for	This is an historic intervention that has been successful before.	Assessments	ED – MC and RD

	children based on initial assessments.		Progress meetings TA appraisals	
All teachers build a portrait of their PP children in order to meet their individual needs.	Termly 1:1 pupil conferencing	This is an historic intervention that has been successful before. A teacher's knowledge of a child is fundamental to them providing a bespoke curriculum designed to raise attainment and boost progress. It also aids the development of positive self-esteem.	Attainment and progress data Attendance	Class Teachers
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ As above
c. 1-1 Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	1:1 THRIVE & Nurture support	This is an historic intervention that has been successful before. The school has used THRIVE for over 10 years and is a fundamental part of our make-up.	Rates of progress in class and through their class targets. Attendance. Exclusion rates.	ED- BS and LP

Children can access learning in class by attending to their sensory needs	Planned/targeted sensory diet through a 1:1 action plan.	Children with anxiety and sensory issues need to be taught about their feelings/needs in order to understand them and deal with them. Quick sensory breaks is a proven method of dealing with these and enables them to return to the class ready to learn.	Rates of progress through individual action plans. Progress data. Behaviour incidents.	MC/ED
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £15000

d. Group Intervention - Academic

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Small group tutoring to provide bespoke tutoring for Y6 children to prepare them for their end of KS2 tests	2 hr small group tutoring per week.	Specific coaching and tutoring of Y6 pupils boosts the chances of them being successful in their end of year tests. Historical data for PP KS2 SATs	Data analysis.	RM/DC

Outcomes of Mid-Year Review:

Total Planned Expenditure: £3000

e. Group Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	THRIVE & Nurture small group supports Implementation of THRIVE action plans.	Data for 2016/17, 2017/18 and 2018/19 – this is an historic intervention that has been successful before. Increase in school roll. The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Rates of progress. Attendance. Exclusion rates.	BS
To ensure children are settled and well fed in order to start the day	Selected children attended a 10 minute breakfast club where they are fed and engage in some calming social interaction.	Many of our children arrive at school agitated due to finding coming to school a stressful and anxious time. This enables them to engage with adults and other children in a calm manner and return to class ready to learn.	Rates of progress. Attendance. Behaviour records.	ZL
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3000
f. Learning Resources				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Resources to support reading recovery, including license and training for lead practitioner (PWP).	PWP	CAST evidence based decision on the rates of progress for PP children in their reading and writing.	Regular monitoring of T&L using the PWP approach Rates of progress End of year data	RM- LW /DC
To rapidly improve the reading ages of PP to ensure they close the gaps with their peers.	Accelerated Reader/Reading schemes/Picture books	Data for 2016/17 & 2017/18 – this is an historic intervention that has been successful before.	Analysis of Star Reader Scores PP reading data	DC

Outcomes of Mid-Year Review:

Total Planned Expenditure: £3000

g. Staff Training

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children close the gap with their reading	Regular opportunities for training and supervision of TAs, students and new teachers from our Reading Recovery	Data for 2017/18 and 2018/19 indicated the success of this intervention in children closing the gap in reading and returning to ARE in Reading at the end of KS1.	Monitoring, building time in the year for training to take place.	KE and RM

Outcomes of Mid-Year Review:

Total Planned Expenditure:				See A
h. Enrichment/Raising Aspirations				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure that PP pupils have access to enrichment activities and educational visits.	Paying half of fee paying clubs for Pupil Premium children.	<p>Historic data, attendance rates.</p> <p>The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.</p>	<p>Monitoring of club registrations.</p> <p>All PP parents made aware of their entitlement.</p>	MW
To ensure that our more-able PP children are on target to be at greater depth in Reading, Writing and Maths	To offer a series of enrichment opportunities with particular focus on more-able PP children – these include educational visits, visitors into school and opportunities for curriculum enrichment in the arts.	The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.	<p>Attendance data</p> <p>Pupil progress meetings</p>	RM and all staff
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2000
i. Home Support (e.g. breakfast club, EWO etc.)				

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improvement in attendance and engagement of all PP children.	To provide coaching and support for parents through a parent liaison in school and a parent support worker in the community.	Historic data of PP children.	Attendance data Progress data CPOMS Course attendance.	ED - BS
Reduce and avoid exclusions of 2 named pupils. Behaviour support plans have a positive effect of attainment and progress with particular reference to Y2 boys.	Behavioural Support Advisor to support school staff in meeting the needs of five pupils with extremely challenging behaviour to ensure that THRIVE intervention impacts on learning successfully. Attendance of advisor at Team Around the Child Meetings (TACS). Advisor offers support for 1:1 TAs	Attendance data. Exclusions have gone down year on year since 2015/16. Successful managed move. History shows us that a child struggling with a behavioural need will not be able to access learning in the classroom. This support allows us to put in place individual behaviour plans and supervision for staff to ensure that learning disruption is kept to a minimum.	Historic exclusion data. Attendance data Pupil progress TA appraisals	ED – DC and JH
Pupils make progress in line with their peers and close the gap where necessary.	Offer support/training and strategies for children/teachers and	Attendance Pupil attainment and progress	Pupil progress, behaviour, attendance, parent feedback.	ED- CW

	<p>parents with complex learning needs.</p> <p>Educational Psychologist (EP) supports school and family in Education and Health Care Plan (EHCP) applications/reviews.</p>	<p>This support has enabled the school to be successful if their application for further funding to support PP children who have SEN needs.</p>	<p>EP reports & Reviews.</p> <p>% of PP children make a minimum of 1 year's progress from their starting point.</p> <p>My plans</p>	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£60500