

Pupil premium strategy statement for St Mary's Catholic Primary School

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2019/20	Total PP budget	£40,920	Date of most recent PP Review	2019
Total number of pupils	201	Number of pupils eligible for PP	31	Date for next internal review of this strategy	September 20

2. Current attainment		
	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (21)</i>
% achieving combined in reading, writing and maths in KS2	44%	57%
% achieving ARE or above in reading at the end of KS2	67%	62%
% achieving ARE or above in writing at the end of KS2	67%	81%
% achieving ARE or above in maths at the end of KS2	44%	90%
% achieving combined in reading, writing and maths in KS1		
% achieving ARE or above in reading at the end of KS1		
% achieving ARE or above in writing at the end of KS1		
% achieving ARE or above in maths at the end of KS1		
% achieving GLD or above in Early Years		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To improve phonics across the school for pupils eligible for PP, with more pupils achieving ARE in Reading.
B.	To improve reading across the school for pupils eligible for PP, with more pupils achieving Greater Depth.
C.	To provide support for PP pupils with social, emotional and mental health needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	To improve attendance rates for pupils eligible for PP, increasing from 94% to 96%. This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve phonics across the school which will impact upon more PP pupils achieving ARE in Reading at the end of the year. To achieve the target of % of PP pupils achieving ARE or above in Reading.	Rapid progress in Reading for PP pupils across the school, evident in book looks, half termly data and learning walks. % of PP pupils meeting ARE or above in Reading for July 2019.
B.	To improve reading across the school which will impact upon more PP pupils achieving ARE in Reading at the end of the year. To achieve the target of % of PP pupils achieving ARE or above in Reading.	Rapid progress in Reading for PP pupils across the school, evident in book looks, half termly data and learning walks. % of PP pupils meeting ARE or above in Reading for July 2020.
C.	To provide support for PP pupils with social, emotional and mental health needs.	To provide support for PP pupils in regards of their social, emotional and mental health needs, with more PP pupils achieving a higher score on the exit assessment.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 4% or below. Overall PP attendance improves from 94% to 96%.

5. 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.

i. 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 phonics across the school for PP pupils	<p>Read, Write, Inc continuation of use in EYFS and KS1</p> <p>Screened all pupils and baselined their phonics knowledge.</p> <p>Setting for Phonics across EYFS and Key Stage 1.</p> <p>All TA's to lead phonics groups with ability sets across the school</p> <p>In Key Stage 2 all classes to use The Primary Code programme from Pixl, for any pupils who did not pass the Year 1 phonics Check</p> <p>Regular assessments of all pupils to ensure they are in the correct phonics groups for their intervention</p>	<p>We want to invest some of the PP money in longer-term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality phonics teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>The EEF toolkit evidence for within class setting states that it has moderate impact for low cost.</p> <p>The EEF toolkit evidence for outdoor adventure learning states that it has moderate impact for moderate cost. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Monitoring of quality of teaching and learning across the school, for PP pupils.</p> <p>Staff meeting time dedicated to sharing good practice and CPD.</p> <p>Ruth Miskin CPD session with all TA's.</p> <p>Monitor phonic assessments of PP pupils on a regular basis.</p>	<p>PP Champion</p> <p>SLT</p> <p>All staff</p> <p>Phonics Lead</p>	<p>Jan 2020</p> <p>Jan 2020</p>

<p>B. Improved Reading across the school for PP pupils.</p>	<p>Read, Write, Inc continuation of use in EYFS and early KS1</p> <p>Setting for PP pupils for reading intervention.</p> <p>Baseline assessments using Pixl reading test to establish intervention groups.</p> <p>Use of previous years SATs papers to baseline all pupils.</p> <p>Use of Salford and Vernon's' reading and spelling test.</p>	<p>We want to invest some of our PP money into staffing to enable our TA's to deliver reading interventions for PP pupils across the school.</p> <p>We also want to invest in a piece of software called Provision Tracker to enable the effective monitoring and evaluation of our interventions for PP pupils.</p> <p>The EEF toolkit evidence for Phonics is moderate impact for very low cost, therefore supporting our decision to use this as an intervention to narrow the gap for our PP pupils, in Reading.</p>	<p>Staff meeting time and INSET days to dedicate to upskilling staff on the development of ways to teach Reading.</p> <p>To share expertise across the school to better support PP pupils in Reading.</p> <p>Ruth Miskin CPD sessions for all TA's.</p> <p>CPD sessions for all teaching staff on how to use the Provision Tracker software.</p> <p>Release time for PP Champion to monitor interventions using Provision Tracker.</p>	<p>PP Champion</p> <p>SLT</p> <p>English Lead</p> <p>All staff</p>	<p>Jan 2020</p> <p>Final review July 2020</p>
Total budgeted cost					<p>£4000</p> <p>£2625-part fund Pixel + Target Tracker</p> <p>£1375- RWI Training and additional resources</p>
ii. 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 Phonics and therefore Reading, across the school for PP pupils	Phonics Interventions delivered by all TA's for PP pupils. Regular use of assessments to monitor the impact of the interventions.	Some of the students need targeted support to catch up. Phonics intervention has been evidenced to be effective and the EEF Toolkit states that it has moderate impact for very low costings.	INSET days to monitor and evaluate the Phonics interventions. Learning Walks to monitor the effectiveness and quality of the targeted intervention/approach. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.	HT SLT PP Champion All staff	Jan 2020
B. Improved Reading across the school for PP pupils	If PP pupils are more than a year behind, one to one intervention is offered. Read, Write, Inc programme is used in EYFS and KS1. Use of Salford reading Age tests and Vernon Spelling tests to assess progress.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with the effective Read, Write, Inc programme, which has effectively been used to support Phonics across the school, historically.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Impact overseen by Literacy lead. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	HT PP Champion and Governor SLT All staff English Lead	Jan 2020
Total budgeted cost					£ 675 Provision tracker - Edukey
iii. 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 ?
C. To provide social, emotional and mental health	Introduction of Lego therapy for PP pupils	More and more of our PP pupils have social, emotional and mental health needs. These can often lead to behavioural issues within the classroom and therefore interrupted learning.	Regular monitoring of the entry and exit level assessments used, to track impact of intervention	PP Champion HT	Jan 2020

<p>support for our PP pupils</p>	<p>Regular timetabling for Lego therapy for PP pupils, weekly</p> <p>Staff CPD on how to deliver Lego Therapy</p> <p>Entry and exit assessments conducted to monitor impact of the Lego therapy intervention</p> <p>Uniform vouchers Support for enrichment activities: Cost for Visits and experiences beneficial for whole development</p>	<p>Several educational and medical studies in the UK and the USA found that facilitated group projects with Lego Therapy can help develop and reinforce play skills and social skills such as: Verbal and non-verbal communication.</p>	<p>Regular monitoring visits for PP Champion to conduct learning walks to validate and evaluate the impact of the intervention</p> <p>Use of pupil voice to evidence the impact of the intervention</p> <p>Regular CPD refresher training for TA's delivering the Lego Therapy intervention</p>	<p>Lego Therapy</p>	
<p>D. Increased attendance rates</p>	<p>Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Family support officer to work with families and to offer first level support.</p>	<p>We cannot improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, head etc will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Attendance contracts quickly drawn up and meetings arranged for PP families to discuss how school can support.</p>	<p>PP Champion</p> <p>Attendance support worker</p> <p>HT</p>	<p>Feb 2020</p>
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">Total Budgeted £36675</p> <p style="text-align: right;">To be allocated- £4245</p>					<p>£22,000 – FSW £4000- Lego therapy training / Sessions £2000 – Support for Uniform/ Cost of Edu. Visits £4000- Enrichment- Science workshops/ Visiting Theatre. Mindset workshops</p>

6. Review of expenditure				
Previous Academic Year		2018/19		
i. 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
<p>A. Some high ability pupils who are eligible for PP are making less progress than other high ability pupils</p> <p>B. Based upon last year's analysis of data, PP pupils are not performing as well in Numeracy</p>	<p>PP pupils receiving 121 and small group intervention to support their progress in Numeracy.</p> <p>Additional teacher for Year 6 PP pupils</p>	<p>High:% of PP pupils reached ARE in Reading, Writing and Numeracy, who had received additional lessons from the extra teacher, thus supporting high impact of this approach</p> <p>Pupils eligible for PP identified as higher attaining made as much progress as all higher attaining pupils in maths, reading and writing. The attainment gap is also be closing.</p> <p>Use of challenge objectives to extend higher attaining PP pupils in Reading, Numeracy and Writing.</p> <p>100% of PP pupils who received the intervention from the additional teacher, reached ARE</p>	<p>The support of an additional class teacher to provide PP pupils with additional lessons in Reading, Writing and Numeracy had high impact, however due to funding and resources we were unable to maintain high level of support into 2018/19.</p>	<p>£2810 Booster Classes / Teacher</p> <p>PIXL Primary : £2675</p> <p>Edukey : £775</p> <p>Breakfast club £937</p>
ii. 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
iii. 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
C. Attendance of PP pupils being managed effectively.	Regular monitoring of PP attendance Family contracts introduced for families with poor attendance	High: The attendance of PP pupils has improved compared to 2016/2017. PP attendance data was 91% in 2016/17 and is now 94%. Introduction of Attendance Worker who monitors PP attendance and has regular meetings with HT and Parents. Parenting Attendance contracts have been given to some PP families. PP attendance is monitored much more closely and is identified early.	The introduction of an attendance worker to monitor attendance and PP attendance has been positive. Next year there will be effective and comprehensive support programmes in place to address attendance issues, with reports for attendance and attendance of PP pupils featuring in the Teaching and Learning Governors meetings.	£

7. Additional detail

2017-18 KS2 Reading 77% KS2 PP Reading 75%	2017-18 GLD 71% PP GLD 80%
KS2 Writing 76% KS2 PP Writing 75% KS2 Maths 65% KS2 PP Maths 62.5%	