

Our Lady's Catholic Primary School: Pupil Premium Strategy



1. Summary information					
Academic Year	2019-2020	Total PP budget	£42,240	Date of most recent PP Review	July 2019
Total number of pupils	289	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2020

2. Current attainment		
	Pupils eligible for PP (7 children in total)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	72% (5/7)	86%
% making expected progress in reading (as measured in the school)	86% (6/7)	78%
% making expected progress in writing (as measured in the school)	86% (6/7)	86%
% making expected progress in mathematics (as measured in the school)	86% (6/7)	90%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	75% of Pupil Premium children do not read daily and report their confidence and enjoyment of reading is low.
B.	85% of Pupil Premium children do not participate in extra-curricular activities.
C.	Pupil Premium children do not experience cultural capital provided by their parents.

Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	All Pupil Premium children have low social skills.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	100% of Pupil Premium are heard to read every day at school and all are motivated to read.	<ul style="list-style-type: none"> PP reading groups after school Volunteers to listen to PP children daily Children read a wide range of books
B.	At least 50% of Pupil Premium children attend after-school clubs.	<ul style="list-style-type: none"> PP children attend at least 2 after school clubs
C.	All children experience a broad and balanced curriculum in school to improve their cultural capital.	<ul style="list-style-type: none"> Curriculum topics include at least 1 trip to a local, national or international place of interest. Topics include visitors or a rich variety of themes.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improve the quality of reading.	For all PP children to be at the expected standard or higher for reading.	<ul style="list-style-type: none"> 83% of non PP children at the expected level or higher. 72% of PP children at the expected level or higher. 4% of PP children achieved GD. 21% of non PP achieved GD. 	<ul style="list-style-type: none"> 11% gap between PP and non-PP achieving the expected level or higher. Larger gap in children achieving greater depth. Objective needs to be more specific: what part of reading does it relate to? Eg: guided reading, comprehension, reading for pleasure. 	£12,000
Improve the quality of writing.	For all PP children to be at the expected standard or higher for writing.	<ul style="list-style-type: none"> 70% of non PP children achieved the expected level or higher. 57% of PP children achieved the expected level or higher. No PP children achieved GD in writing 21% of non-PP children achieved GD 	<ul style="list-style-type: none"> Objective needs to be more specific: what part of writing does it relate to? Eg: composition, sentence structure, word choice. Provide support for improving the quality of reading to enable children to achieve greater depth in writing. 	£6,000
ii. Targeted support				
Action	Intended outcome	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Daily reading	For all children to be heard to read daily.	<ul style="list-style-type: none"> PP children were only heard to read 3 times a week on average. 	<ul style="list-style-type: none"> Individual support plans and outside agencies used quicker to support low numbers of children with behaviour - this cannot impact TA's being used. 	£17,000
D.	All children show RUAH as part of their personal development and are confident in different social situations.		<ul style="list-style-type: none"> PPA groups to include teaching of RUAH Social skills groups by specialist TA 	

Guided writing	For all PP children to be at the expected standard or higher for writing.	<ul style="list-style-type: none"> External moderation of writing in July 2019 identified 6/7 PP children only just achieved the expected level for Year 6. 	<ul style="list-style-type: none"> Subject specialist support needed to provide training for all staff on guided writing. Curriculum planning and design to provide more opportunities for extended writing. 	£5,000
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Provide family support to ensure all PP children have good attendance.	For all PP children to achieve at least 96% attendance	<ul style="list-style-type: none"> 94.28% attendance for PP children 95.09% attendance for non PP children 	<ul style="list-style-type: none"> Reception – starting full days the first week in September as opposed to mid-way through Encourage HSLW to make more home visits when attendance drops below 95%. 	£8,000

6. Planned expenditure

Academic year	2019-2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide pace and challenge during guided reading lessons.	For all PP children to be at age-related expectation or higher in reading.	<ul style="list-style-type: none"> Y6 reading results 2019: -4% from 2018, -11% from 2017. 	<ul style="list-style-type: none"> Support from English advisor Planning scrutiny Discussions with individual children Assessment monitoring 	Fiona Molloy	October December February April June

Staff training on effective assessment and feedback in writing.	For all PP children to be at age-related expectations or higher in writing.	<ul style="list-style-type: none"> • New Ofsted framework highlighting the need for effective feedback • Internal data shows writing still weaker than reading and maths. 	<ul style="list-style-type: none"> • Support from English advisor • Monitoring of children's books • Provision for extended writing monitored in each learning journey units • Coaching between NQT/RQT and experienced teachers. 	Tara Davies	November February April June
Total budgeted cost					£10,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children are heard to read every day at school and all are motivated to read.	For all PP children to be at age expectation or higher in reading.	<ul style="list-style-type: none"> • Feedback from class teachers: visible barriers to reading • Lack of reading support at home. 	<ul style="list-style-type: none"> • Regular monitoring of TA timetables and reading records • Resources provided for effective questioning/support for reading fluency 	Fiona Molloy	Monthly
Purchase a wide range of books based on children's individual interests	For all PP children to read a wide range of genres and authors appropriate for their age.	<ul style="list-style-type: none"> • Feedback from class teachers: lack of a range of reading 	<ul style="list-style-type: none"> • Questionnaire for the children to detail preferred books and authors • Regular discussions with children about reading preferences • Monitoring of reading records to show a range of genres/authors. 	Tara Davies	Questionnaire – October Review of variety of books – December, February, April, June.
Total budgeted cost					£15,000
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff development for curriculum planning.	For all PP children to be at age-related expectations or higher in all foundation subjects. For all PP children to gain a variety of educational experiences, trips, specialist teaching to improve their cultural capital.	<ul style="list-style-type: none"> New Ofsted framework focusing on a broad and balanced curriculum with increased cultural capital for all. Internal assessments of foundation subjects. 	<ul style="list-style-type: none"> Termly monitoring and evaluation of topics by: SLT, teachers and children. Curriculum planning as a regular item at staff meetings. 	Tara Davies	Evaluations: November, March, July.
Provide personal development groups: social skills, mental well-being.	For all PP children to be confident in different social situations and be able to display respect, understanding, affection and humour in everyday life.	<ul style="list-style-type: none"> Whole school Catholic Life target Feedback from teachers involving observations of self-esteem. 	<ul style="list-style-type: none"> Termly monitoring of social groups by Inclusion Leader Training for specialist TA Regular pupil discussions 	Carl Spackman	December March June

Total budgeted cost **£8,000**

7. Additional detail

- Provide updated ICT equipment for the teaching of curriculum and for research and development.
Total cost - £10,000

Total planned cost for this year: £43,000