

## Pupil premium strategy 2019-20



| 1. Summary information        |  |   |       |   |           |
|-------------------------------|--|---|-------|---|-----------|
| <b>School</b>                 | Our Lady of Pity RC Primary School A Voluntary Academy |   |       |   |           |
| <b>Academic Year</b>          | 2019-20  | <b>Total PP budget</b>                  | 44380 | <b>Date of most recent PP Review</b>                  | Sept 2019 |
| <b>Total number of pupils</b> | 420  | <b>Number of pupils eligible for PP</b> | 28    | <b>Date for next internal review of this strategy</b> | Feb 2020  |

| 2. Current attainment                                |   |  |  |
|--|---|--|--|
| Attainment July 2019                                 | <i>Pupils eligible for PP - our school (7 pupils)</i> | <i>Pupils not eligible for PP - our school</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving ARE in reading, writing and maths</b> | <b>86%</b>  | 88.3   | 70%  |
| <b>Average scaled score reading</b>                  | <b>106.9</b>  | 108  | 104  |
| <b>Average scaled score SPAG</b>                     | <b>108.7</b>  | 108  | 105  |
| <b>Average scaled score maths</b>                    | <b>109.7</b>  | 108  | 106  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)   |
|---|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>  |
| <b>A.</b> Oral language skills are lower for Pupil Premium children in F2 and KS1. This impacts on reading fluency, cultural capital, social interaction and slows progress   |
| <b>B.</b> In KS2 PP pupils, especially LAC and PLAC children, have behaviour and or attachment issues, which have a detrimental effect on their academic progress and their social interactions. High achieving PP pupils are making slightly less progress than other higher achieving pupils across KS2. This prevents sustained high achievement in KS2. |

**C.** In upper KS2, high achieving PP pupils have language and social enrichment needs stemming in most cases from social deprivation, this limits access to the full range of activities across the curriculum. A minority of PP pupils in upper KS2 have attachment issues compromising wellbeing.

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

**D.** Some parents face significant challenges parenting some PP pupils, especially LAC and PLAC, poor behaviour and fractured relationships result for some PP children.

| 4. Desired Outcomes |   |   |  |
|---------------------|---|---|--|
|                     | <i>Desired outcomes and how they will be measured</i>   | Measures used:  | Success Criteria   |
| A                   | Improved speaking and listening skills for PP children in F2 and KS1.<br>Improved reading skills for children with speech and language difficulties in KS1. | BASE<br>SATs<br>Phonic Screen<br>Multiplication Tables Screen | All PP children in F2 and KS1 achieve accelerated progress from their starting points, leading in most cases to achieving or exceeding ARE. PP children with significant SEND make accelerated progress as compared with similar, non PP pupils. |
| B                   | Higher rates of progress in lower KS2 for PP children with behaviour and attachment issues and for high achieving PP pupils.                                | SDQs<br>NFER Non Verbal Tests                                 | All non SEND PP children in lower KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.   |
| C                   | Improved attainment for upper KS2 PP children in reading and writing.   | SATs<br>LEXIA<br>NESSY  | All non SEND PP children in upper KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.   |
| D                   | Behaviour and learning behaviour issues addressed in school for upper KS2 PP children; more confident parenting. Improved mental wellbeing.                 | SDQs  | All non SEND PP children in upper KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.   |

## 5. Planned expenditure

|                      |   |
|----------------------|---|
| <b>Academic year</b> | <b>2019-20 Next review of funding and impact: February 2020</b> |
|----------------------|---|

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**

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>   | <b>When will you review implementation?</b> |
|--|--|--|---|---------------------|---|
| <b>Narrowing of the gap between PP and non PP children. (A,B,C,D from section 4)</b> | 0.8 equivalent additional teachers, work across the school supporting all children, allocating additional time to PP children. | Teacher's Toolkit evidence tells us that additional teachers have greatest impact, improving standards for all raises outcomes through Quality First teaching. | Pupil Progress reviews and robust self evaluation processes are in place to ensure implementation is effective. | Bernadette Galloway | <b>Additional to PP spending</b>            |

**Total budgeted cost** 40,000 (in addition to PP grant)

**ii. Targeted support**

| <b>Desired outcome</b>                                     | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>                                 | <b>Staff lead</b>   | <b>Cost</b> |
|--|---|---|--|---------------------|-------------|
| Y6 pupils achieve the expected standard.                   | 1:1 tuition and small group tuition. TA boost and intervention / nurture group. | EEF indicates positive progress from 1:1 and small group tuition. HT and all Senior Leadership Team act as extra teaching support in KS1 and KS2 focusing on PP children. | Monitoring of impact through pupil progress meetings, updates, Balance assessment. | Bernadette Galloway | £24,000     |
| Speaking and listening improves outcomes for KS1 children. | Small group work and 1:1 speech therapy.  | Fastest progress acceleration results from intensive teaching by specialists. This is evidenced within the school and beyond.   | Children's learning profile is reviewed weekly and half termly.                    | Bernadette Galloway | £5696       |

|   |  |   |   |                     |             |
|---|--|---|---|---------------------|-------------|
| Children with emotional fragility will show improved learning behaviours and greater confidence; learning improves.         | Drawing and Talking<br>Emotional Literacy Support Programme<br>Attachment Training for Whole School. | We have used this intervention for some years and find tat there is a qualitative and quantitative impact – reduced numbers of behavioural issues, increasing engagement. | Weekly review.  | Bernadette Galloway | £9704       |
| Mitigation of effect of early trauma and neglect.   | Play therapy   | Trauma and neglect are known to impact on progress. Reference: Maslov's hierarchy of need.  | SDQs and reports from play therapist.   | Bernadette Galloway | £5,000      |
| <b>Total budgeted cost</b>  |  |   |   |                     | £44,400     |
| <b>iii. Other approaches</b>  |  |   |   |                     |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>   | <b>Cost</b> |
| Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning. | Extra curriculum clubs (wide range of sports, cookery, art, chess etc) – 2 per PP child              | Attendance figures are high.<br>Children's self assessment indicates good attitudes.<br>Participation in sport is proven contributor to healthy lifestyle.                | PP children get advanced notice and first choice.<br>Uptake (high) is monitored by office staff, issues are flagged swiftly and resolved. | Bernadette Galloway | £2000       |
| Improved outcomes in reading and spelling   | Pre teach for LEXIA before school 4 mornings per week  | LEXIA has a proven track record for raising attainment, through consolidation of reading and phonics skills.  | Regular reports generated and analysed by Class Teachers.   | Bernadette Galloway | £2500       |
| Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning. | Resources for home use, subsidised residential trips   | Attendance figures are high.<br>Children's self assessment indicates good attitudes.<br>Participation in sport is proven contribute to healthy lifestyle.                 | Monitored by class teachers   | Bernadette Galloway | £1000       |
| <b>Total budgeted cost</b>  |  |   |   |                     | £5,500      |
| <b>Total expenditure for ALL interventions</b>  |  |   |   |                     | £49,900     |

| 1. Review of expenditure  |   |  |  |                           |
|---|---|--|--|---------------------------|
| Previous Academic Year  |   |  |  |                           |
| 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                      |
| Narrowing of the gap between PP and non PP children. (A,B,C,D from section 4) | HT working with a group targeting PP children. 1 part time UP3 teacher working across Y6 cohort. Two teaching assistants working across the school supporting all PP children with additional | <b>COVID needs to be taken into account</b><br>The use of additional teachers has narrowed the gap between PP and non PP children in all year groups.<br>In Year 6, PP children achieved very well in all areas. (see data). | This is a proven strategy to make good use of PP funds.  | Additional to PP funding. |
| 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                      |
| Y6 pupils achieve the expected standard.                                      | HT working with a Y6 group targeting PP children. 1 part time UP3 teacher working across Y6 cohort.   | <b>COVID needs to be taken into account</b><br>In Year 6, PP children achieved very well in all areas. (see data).   | Good use of PP funds and will continue next year.  | £24,000                   |
| Speaking and listening improves outcomes for KS1 children.                    | Teaching 1:1 or small groups. Using Welcomm tool in F2.   | <b>COVID needs to be taken into account</b><br>In general terms this is a good intervention for children with impoverished language. Children with specific speech and language delay need a speech therapist in addition.   | Continue and monitor speaking and listening outcomes and next year school will invest in a speech and language therapist to address more specific areas. | £5, 696                   |

|   |  |   |  |             |
|---|--|---|--|-------------|
| Children with emotional fragility will show improved learning behaviours and greater confidence; learning improves.         | Emotional, Literacy, Support Assistant (ELSA)                          | <b>COVID needs to be taken into account</b><br>Very beneficial as it targets specific areas of emotional wellbeing and is monitored by the educational psychologist.  | Continue to use this.  | £9,704      |
| Mitigation of effect of early trauma and neglect.   | ELSA<br>Play Therapy<br>Attachment Training for Whole School.          | <b>COVID needs to be taken into account</b><br>Very effective support which gives specific strengths and barriers. (SDQs)   | Very good use of PP funding. Continue  | £5,000      |
| <b>iii. Other approaches</b>  |  |   |  |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
| Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning. | TA boost and nurture group.<br>Extra curriculum clubs, 2 per PP child. | <b>COVID needs to be taken into account</b><br>Positive impact – all PP children ‘Ready to Learn’ and have a positive attitude. (Children’s self-assessment indicates good attitudes)<br>Good uptake of after school clubs for PP children and non PP children. Sport is a proven contributor to healthy lifestyle. | Good use of PP funding. Continue   | £2,000      |
| Improved outcomes in reading and spelling   | TA boost and group interventions.                                      | <b>COVID needs to be taken into account</b><br>Positive impact on reading and spellings scores.   | Continue to use this.  | £2,500      |

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

