

Pupil premium strategy 2019-20



1. Summary information					
School	Our Lady of Pity RC Primary School A Voluntary Academy				
Academic Year	2019-20	Total PP budget	44380	Date of most recent PP Review	Sept 2019
Total number of pupils	420	Number of pupils eligible for PP	28	Date for next internal review of this strategy	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>
% achieving ARE in reading, writing and maths	86%	88.3	70%
Average scaled score reading	106.9	108	104
Average scaled score SPAG	108.7	108	105
Average scaled score maths	109.7	108	106

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. 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. 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. Improved reading skills for children with speech and language difficulties in KS1.	BASE SATs Phonic Screen 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 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 LEXIA 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

Academic year	2019-20 Next review of funding and impact: February 2020				
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?
Narrowing of the gap between PP and non PP children. (A,B,C,D from section 4)	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	Additional to PP spending
Total budgeted cost					40,000 (in addition to PP grant)
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	Cost
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 Emotional Literacy Support Programme 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
Total budgeted cost					£44,400
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	Cost
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. Children's self assessment indicates good attitudes. Participation in sport is proven contributor to healthy lifestyle.	PP children get advanced notice and first choice. 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. Children's self assessment indicates good attitudes. Participation in sport is proven contribute to healthy lifestyle.	Monitored by class teachers	Bernadette Galloway	£1000
Total budgeted cost					£5,500
Total expenditure for ALL interventions					£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	COVID needs to be taken into account The use of additional teachers has narrowed the gap between PP and non PP children in all year groups. 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.	COVID needs to be taken into account 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.	COVID needs to be taken into account 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)	COVID needs to be taken into account 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 Play Therapy Attachment Training for Whole School.	COVID needs to be taken into account Very effective support which gives specific strengths and barriers. (SDQs)	Very good use of PP funding. Continue	£5,000
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
Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.	TA boost and nurture group. Extra curriculum clubs, 2 per PP child.	COVID needs to be taken into account Positive impact – all PP children ‘Ready to Learn’ and have a positive attitude. (Children’s self-assessment indicates good attitudes) 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.	COVID needs to be taken into account 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

