

Pupil premium strategy 2018-19 Updated February 2019



1. Summary information					
School	Our Lady of Pity RC Primary School A Voluntary Academy				
Academic Year	2018-19	Total PP budget	£56,200	Date of most recent PP Review	N/A
Total number of pupils	420	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2019

2. Current attainment			
Attainment July 2018	<i>Pupils eligible for PP - our school (5 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	80%		70%
Average scaled score reading	106.8	109	106.1
Average scaled score SPAG	112	110	102.8
Average scaled score maths	104.6	109	105.4

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>)	
	Oral language skills are lower for Pupil Premium children in F2 and KS1. This impacts on reading and social interaction and slows progress in subsequent years.
	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.
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External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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D	Some parents face significant challenges parenting some PP pupils, especially LAC and PLAC, poor behaviour and fractured relationships result for some PP children.
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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	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	2018-19 Next review of funding and impact: July 2019

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)	3 full time 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					Additional to PP funding

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
Improved attainment for disadvantaged children in reading and maths in KS1 and 2	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	We have used this intervention for some years and find that there is a qualitative and quantitative impact – reduced numbers of behavioural issues, increasing engagement.	Weekly review.	Bernadette Galloway	£9504

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	£6000
Total budgeted cost					£45,200
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 contribute 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	£8,208
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	£4560
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	£1500
Total budgeted cost					£9708
Total expenditure for ALL interventions					>£56,200

6. Review of expenditure				
Previous Academic Year		Reviewed September 2019 for academic year September 2018-July 2019 Total expenditure > 56,200 PP income. Additional expenditure met from school budget.		
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)	3 full time equivalent additional teachers, work across the school supporting all children, allocating additional time to PP children.	Positive impact on all PP children, evidenced in performance in statutory tests and phonics screening and in progress in all subjects. Bespoke teaching, especially 1-1 interventions by teachers closed or narrowed the gap for all PP pupils.	Continue the approach	Additional (match funds) from school budget.
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
Improved attainment for disadvantaged children in reading and maths in KS1 and 2	1:1 tuition and small group tuition. TA boost and intervention / nurture group.	Strong impact although more difficult to guide the use of the teaching assistants and avoid timetable clashes.	Reduce the use of TA/ HLTA and divert part of the funding towards teacher interventions.	£24,000
Speaking and listening improves outcomes for KS1 children.	Small group work and 1:1 speech therapy.	Strong impact because language underpins all learning.	Continue for specific pupils with serious language delay or deficit.	£5696
Children with emotional fragility will show improved learning behaviours and greater confidence; learning improves.	Drawing and Talking	Strong impact particularly in the light of reduced resourcing from CAMHS. Early intervention has stabilised vulnerable pupils.	Continue and expand to include newly trained Emotional Literacy Support Assistants.	£9504
Mitigation of effect of early trauma and neglect.	Play therapy	Strong impact for the small number of pupils who have suffered extremes trauma or adverse childhood experiences.	Continue	£6000
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.	Extra curriculum clubs (wide range of sports, cookery, art, chess etc) – 2 per PP child	Approximately 75 percent of PP pupils avail themselves of this opportunity, providing a strong impact on health and wellbeing. Where children do not take up the opportunity it is usually the younger children who do not cope with the extended day.	Continue to offer this and aim to increase uptake.	£8,208
Improved outcomes in reading and spelling	Pre teach for LEXIA before school 4 mornings per week	Improved outcomes and better diagnosis of gaps. LEXIA now also incorporates NESSY. other non pp pupils also benefit.	Continue to offer	£4560
Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.	Resources for home use, subsidised residential trips	High impact in terms of full participation and gains in cultural capital . Books and book packs have been tailored to improve reading and self image especially for minority ethnic group pupils who are also pp+.	Continue to fund	£1500 plus

