

# Pupil premium strategy 2020-21



| 1. Summary information |  |                                  |                                     |  |          |
|------------------------|--|----------------------------------|-------------------------------------|--|----------|
| School                 | Our Lady of Pity RC Primary School - A Voluntary Academy |                                  |                                     |  |          |
| Academic Year          | 2020-2021  | Total PP budget                  | £42,588                             | Date of most recent PP Review                  | Feb 2021 |
| Total number of pupils | 414  | Number of pupils eligible for PP | 32 (October census)<br>34 - current | Date for next internal review of this strategy | Sep 2021 |

| 2. Current attainment   |                                   |   |  |
|---|-----------------------------------|---|--|
| Due to COVID 19 and school closure there is no current validated data for 2019/20 | Pupils eligible for PP our school | <i>Pupils not eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving ARE in reading, writing and maths                                     |                                   |   |  |
| % expected progress in reading  |                                   |   |  |
| % expected progress in writing  |                                   |   |  |
| % expected progress in maths  |                                   |   |  |

| 3. Barriers to future attainment (for pupils eligible for PP, including those with high ability)       |  |
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| <b>In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)</b> |  |
| 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 for all groups. |

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

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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>  | <i>Measures used:</i>  | <i>Success criteria</i>  |
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| 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 | EYFS: NFER<br>SATs<br>Phonic Screen<br>Multiplication<br>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 children. |
| 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.   |

| <b>5. Planned expenditure</b>   |   |   |  |                            |   |
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| <b>Academic year</b>  | <b>2020-2021 Next review of funding and impact: September 2021</b>  |   |  |                            |   |
| <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.</b> |   |   |  |                            |   |
| <b>i. Quality of teaching for all</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>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>  | <b>2.8 equivalent additional teaching assistants, work across the across the school supporting all children, allocating additional time to PP children.</b> | <b>Teacher's Toolkit evidence tells us that additional teachers have greatest impact, improving standards for all raises outcomes through Quality First Teaching.</b> | <b>Pupil Progress reviews and robust self-evaluation processes are in place to ensure implementation is effective.</b> | <b>Bernadette Galloway</b> | <b>Additional to PP spending</b>            |
| <b>Total budgeted cost</b>  |   |   |  |                            | <b>£40,000 (in addition to PP)</b>          |
| <b>ii. Targeted support</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>When will you review implementation?</b> |
| <b>Y6 pupils achieve the expected standard.</b>   | <b>1:1 tuition and small group tuition. TA boost and intervention/nurture group.</b>  | <b>EEF indicates positive progress from the 1:1 and small group tuition. HT and SLT team act as extra teaching support in KS1 and KS2 focusing on PP children.</b>    | <b>Monitoring of impact through pupil progress meetings, updates. Balance assessment.</b>                              | <b>Bernadette Galloway</b> | <b>£28,000</b>                              |

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| 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 | £5,696                                      |
| Children with emotional fragility will show improved learning behaviours and greater confidence, learning improves.         | Emotional Literacy Support Programme. (ELSA)<br><br>Attachment Training for whole school. | 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 | £9,704                                      |
| 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>  |   |  |  |                     | <b>£48,400</b>                              |
| <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>When will you review implementation?</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. 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 | £2,000                                      |
| Improved  | Pre teach for LEXIA   | Attendance figures are high.   | Monitored by class teacher   | Bernadette          | £2,500                                      |

|  |                                   |   |  |          |                |
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| outcomes in reading and spelling.              | before school 4 mornings per week | Children's self-assessment indicates good attitudes. Participation in sport is proven contributor to healthy lifestyle. |  | Galloway |                |
| <b>Total budgeted cost</b>                     |                                   |   |  |          | <b>£4,500</b>  |
| <b>Total expenditure for ALL interventions</b> |                                   |   |  |          | <b>£52,900</b> |

| <b>6. Review of expenditure</b>  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <b>Previous Academic Year</b>  |   | <b>2020-2021</b>   |  |                                 |
| <b>i. Quality of teaching for all</b>  |   |  |  |                                 |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>  | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b>                     |
| <b>Narrowing of the gap between PP and non PP children (A, B, C, D from section 4)</b> | <b>2.8 equivalent additional teaching assistants, work across the school supporting all children, allocating additional time to PP children.*</b> | <b>The use of additional teachers has narrowed the gap between PP and non PP children in most year groups (see internal data)<br/><br/>Particularly in Year 6, PP children achieved very well in all areas. (See internal data).</b> | <b>Use of additional adults has proved to positively impact children's progress. This strategy will be continued, with additional adults providing tailored support within classrooms.</b> | <b>Additional to PP funding</b> |
| <b>ii. Targeted support</b>  |   |  |  |                                 |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>  | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b>                     |
| <b>Y6 pupils achieve the expected standard.</b>  | <b>1:1 tuition and small group tuition. TA boost and intervention/nurture group.</b>  | <b>In Year 6 PP children achieved very well in all areas. (See teacher assessment and internal data)</b>   | <b>Good use of PP funds and will continue next year.<br/>EEF indicates potential positive progress gains from the 1:1 and small group tuition.</b>   | <b>£24,000</b>                  |

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| Speaking and listening improves outcomes for KS1 children   | Small group work and 1:1 speech therapy.  | This strategy is a good intervention for children with impoverished language, who receive regular sessions with a SALT. Children have made good gains. | School have continued the SALT therapy as this is a good use of PP funds. | £5,696      |
| Children with emotional fragility will show improved learning behaviours and greater confidence, learning improves. | Emotional Literacy Support Programme. (ELSA)<br><br>Attachment Training for whole school. | Very beneficial as it targets specific areas of emotional wellbeing and is monitored by the educational psychologist.                                  | Good use of PP fund – continue  | £9,704      |
| Mitigation of effect of early trauma and neglect.   | Play Therapy  | Very effective support which gives specific strengths to vulnerable children. See SDQs.  | Very good use of PP funding and will continue.                            | £5,000      |
| <b>iii. Other approaches</b>  |   |  |   |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>                              | <b>Lessons learned (and whether you will continue with this approach)</b> | <b>Cost</b> |

|  |   |   |  |               |
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| <p>Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.</p> | <p>Extra curriculum clubs (wide range of sports, cookery, art, chess etc) – 2 per PP child.</p> | <p>Attendance continues to be strong with majority of PP children accessing the clubs.<br/>Children’s self-assessment indicates good attitudes.</p> | <p>Participation in sport is proven contributor to healthy lifestyle. Continue to offer.</p> | <p>£2000</p>  |
| <p>Improved outcomes in reading and spelling.</p>  | <p>Pre teach for LEXIA before school 4 mornings per week</p>                                    | <p>LEXIA results show increased attainment.</p>   | <p>Continue LEXIA</p>  | <p>£2,500</p> |

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| <p><b>7. Additional detail</b></p> |
| <p>N/A</p>                         |