

St Mary's Catholic Primary School Pupil Premium Strategy Statement 2019-2020

1. Summary information			
School	St Mary's Catholic Primary School		
Academic Year	2019-2020	Total PP budget	£36,200
Total number of pupils	209	Number of pupils eligible for PP	20 @ £1320 2 @ £300 4 @ 2300



2. Current attainment (Y6 2018/2019)			
Only 2 pupils – not a significant group	<i>All pupils (school)</i>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	74.07% (EXS+) 15% (GDS)	100%	100%
KS2 progress in reading	+0.99	+5.65	+0.8
KS2 progress in writing	-0.66	+4.3	+2.6
KS2 progress in maths	-1.32	+3.3	+1.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Speech and language and communication difficulties within KS1
B.	Limited social and emotional literacy skills within KS1 which impact on learning
C.	Behavioural barriers leading to low attainment and SEMH needs
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance below 95% affecting 50% of DAP children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To improve communication and speaking and listening across EYFS and KS1 This will be achieved using an additional SALT provision to train and upskill teaching assistants to be able to deliver clear IEP targets within and outside of normal classroom teaching time.</p> <p>To raise phonic and writing standards in EYFS and Year 1 due to increased speech and language support to this cohort (measuring in June 2020 National Phonic Test, and June for EYFS). This will be achieved through additional use SALT training for staff in EYFS and KS1 to specifically train them in delivery of identified targets for individual pupils.</p>	<p>Communication, PSED and writing ELGs will show a rise from 2019 figures.</p> <p>2020 Phonic standards will show at least two child increase compared with 2019 data.</p> <p>All pupil premium children will pass the Year 1 National Phonic Test in 2020.</p> <p>An increase in the number of children achieving an ELG in writing compared to 2019 data.</p>
B.	All EYFS, KS1 PP children will access Friends Room provision to ensure effective behaviour for learning, improved aspirations and confidence.	All KS1 and FS2 pupils will demonstrate progress in their learning behaviour and emotional behaviour as measured through entry and exit assessments in the Friends Room following targeted intervention.
C.	To improve outcomes in behaviour, improve social and emotional outcomes and attainment for one specific child in Year 2. This will be delivered by an alternate provider REACH. School to support with transport to enable the child to access the provision and reduce stress on the family and siblings.	Successful EHCP application with clear outcomes to be achieved. Improved behaviour and an increase in attainment by July 2020
D.	To improve attainment of higher attaining PP pupils with a focused approach on improving their social and emotional literacy skills both in class and in targeted groups. This will take place through QFT and group sessions with a trained HLTA.	An increase in attainment of this group within KS2 across all areas of the curriculum. An increase in pupil perceptions of the skills necessary to be an effective lifelong learner.
E.	<p>To provide support to PP children to ensure access to the full curriculum offer e.g. financial support/subsidy for residential, trips, class trips to link to curriculum.</p> <p>To offer careers/ enterprise programme within Year 5 and 6 to increase first-hand experiences and raise confidence for PP children. This will take place for the second time in the summer term 2020.</p>	<p>All PP children are able to take part in all wider curriculum opportunities, accessing subsidies where required.</p> <p>All PP children in Year 5 and Year 6 are offered the opportunity to take part in the Careers / Enterprise Programme.</p>
F.	To establish universal access to mathematics and times table rock stars for all pupil premium children (September 2019).	All PP children have access to online mathematical resources for fluency.

	<p>To run free after school targeted provision to improve mathematical fluency for PP children (October 2019 – April 2020).</p> <p>To upskill key teachers in KS1 and KS2 by taking part in the Maths Mastery training with SS and TRG with a key focus on raising progress levels for disadvantaged learners in maths.</p> <p>Use KS2 TAs to provide targeted feedback to KS2 PP maths learners, and initiate fluency interventions for times tables (Spring 2020)</p> <p>Use KS1 TAs to provide fluency interventions for number bonds (Spring 2020)</p>	<p>All PP children have access to free after school weekly provision for mathematical fluency.</p> <p>All teachers are upskilled in mastery and fluency, raising aspirations for KS1 and KS2 PP children in maths. Progress rates for maths in KS1 and KS2 for PP children are raised in comparison to 2019 rates.</p> <p>PP children are increasingly fluent in times tables in KS2. All PP children in Year 4 pass the National Multiplication Check.</p> <p>PP children are increasingly fluent in number bonds in KS1. Fluency interventions take place weekly as prescribed.</p>
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5. Planned expenditure					
Academic year	2019-2020				
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?
<p>Intent 1: To upskill teachers in KS1 and KS2 with a focus on improving fluency for PP learners in Maths.</p> <p>Intent 2: To raise progress levels for disadvantaged learners in maths.</p>	TRG Maths Hub Project 2019-2020 focussing on raising progress for PP learners, especially in KS2.	<p>Rationale: Improve progress for PP children in KS2 Maths in 2019.</p> <p>Evidence: <i>Improving Mathematics in Key Stages 2 and 3 – Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge. (EEF Guidance Report)</i></p> <p><i>Developing mathematical fluency: comparing exercises and rich tasks. (Foster 2017)</i></p>	<p>Progress rates in KS2 hasten with progress scores for PP children in KS2 in 2020 improved to above 0.</p> <p>Fluency deep dive with a focus on PP learners (January 2020)</p>	SS/ LJ	<p>Termly</p> <p>Supply cover for training: £1080 (6 x half days)</p> <p>Deep dive cover: (2 days supply = £360)</p>
Total budgeted cost					£1440
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	When will you review implementation?
<p>Intent 1. To improve communication and speaking and listening across EYFS and KS1 This will be achieved using an additional SALT provision to train and upskill</p>	This will be achieved by providing targeted training from our Traded SALT provider. The teaching assistants will then deliver daily/ weekly SALT sessions which target sound/ speech/ communication skills. This	<p>Rationale: On entry Speech and language and communication skills are declining over a 3-year trend. There is a significant increase in speech and language needs on entry and within F52.</p> <p>Evidence: EEF Guidance Document: Preparing for Literacy</p>	<p>Monitoring of SEN provision, IEP targets, drop ins by SENCO – half termly</p> <p>SEND governor termly meetings</p> <p>SALT assessment evidence HT / SENCO drop ins Oct / March / June 2020</p>	RC/ OD/ RN SS	Half termly and end of year reviews.

teaching assistants to be able to deliver clear IEP targets within and outside of normal classroom teaching time.	will be reviewed on a half termly basis by the SENCO, class teacher and SALT provider (Linda Gilmour)	Key Recommendation 1: Prioritise the development of communication and language	Outcomes for CLL in EYFS/ S & L in KS1		Cost: SENCO release time 1 afternoon per week £3420 Training sessions 1 x half termly for teaching assistants £2000 (addition to SLA to provide training)
Intent 2. To raise phonic and writing standards in EYFS and Year 1	This will be achieved through additional use of trained teaching assistants to support pupils who need speech sound development. Time will also be given through HLTA sessions in Friends Room with targeted teaching of phonics and reading.	Rationale: To ensure 100% pass rate in Year 1 for PP children Evidence: EEF Guidance Document: Preparing for Literacy Key Recommendation 1: Prioritise the development of communication and language Key Recommendation 2: Develop children's early reading using a balanced approach including the use of phonics.	Reading deep dive (November 2019) Phonic observation (November 2019) Analysis of Phonic trackers for EYFs and Year 1 (termly) Phonic Test (2020)	RC/ OD/ SC	Termly HLTA Time : 6 hours weekly @15 per hour x38 weeks = £ 3420
Intent 3. All EYFS, KS1 PP children will access Friends Room provision to ensure effective behaviour for learning, improved aspirations and confidence.	This will be achieved by PP children accessing the Friends Room weekly. Planned sessions will focus on modelling SEL skills and developing self-awareness, self-regulation, social awareness, relationship skills and decision making skills.	Rationale: To ensure that Boxall Profile outcomes indicate a significant increase in pupils able to display key SEL skills in their everyday work across school. Evidence: EEF Guidance Document: Improving Social and Emotional Learning in Primary Schools Key recommendation 1: Teach SEL skills explicitly. Key recommendation 2: Integrate and model SEL skills through everyday teaching.	Entry and exit data from Boxall Profile and teacher evaluations. Nurture provision observations – October (SENIT) November (SENCO) June (HT) Analysis of PSED outcomes in EYFS for PP pupils. Analysis of outcomes at the end of KS1	RSP/ SS RC/ OD/ RN	HLTA delivery included above
Intent 4: To improve outcomes in behaviour, improve social and emotional outcomes and attainment for one specific child in Year 2.	This will be achieved by providing transport to enable the pupil to access alternate specialised provision. The provision will improve SEMH outcomes for this pupils and relieve stress on the siblings and family.	Rationale: To reduce the risk of exclusion and improve academic and SEMH outcomes for this pupil. Evidence: EEF Guidance Document: Improving Social and Emotional Learning in Primary Schools Key recommendation 1: Teach SEL skills explicitly. Key recommendation 2: Integrate and model SEL skills through everyday teaching.	Weekly visits and assessments by SL/ SS Successful EHCP in place to work on specific outcomes. Analysis of SEMH outcomes	SS	Release time for SENCO 1 x 2hours weekly £3420

<p>Intent 5: To improve attainment of higher attaining PP pupils with a focused approach on improving their social and emotional literacy skills both in class and in targeted groups.</p>	<p>This will be achieved by all class teachers modelling key SEL skills as part of access to QFT. The emphasis will be upon developing SEL skills as part of daily teaching.</p>	<p>Rationale: To increase self SEL skills for pupils who lack a positive behaviour of learning and are high attainers. Evidence: EEF Guidance Document: Improving Social and Emotional Learning in Primary Schools Key recommendation 1: Teach SEL skills explicitly. Key recommendation 2: Integrate and model SEL skills through everyday teaching.</p>	<p>SLT to monitor pupils identified within each class (HH) Pupil voice interviews with SLT (HH)</p> <p>Drop ins November / June focusing on SEL skills displayed by pupils</p>	<p>SL/ HH</p>	<p>Release time 1 afternoon per week to work with key pupils targeted for SEL development. SLT x 2 hours per week £3420</p>
<p>To establish universal access to athletics and times table rock stars for all pupil premium children (September 2019).</p>	<p>After school fluency club for maths in LKS2 (October 2019 onwards) Funded for PP children.</p>	<p>Rationale: Progress is xxxx for PP children in KS2 Maths in 2019. Evidence: Improving Mathematics in Key Stages 2 and 3 – Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge.</p>	<p>HT drop ins and observations</p> <p>Maths leader analysis of impact of progress within termly analysis</p> <p>Maths leader deep dive (Spring 2020)</p>	<p>SS</p>	<p>Termly</p> <p>Leader time: 30 weeks @ £9 hour = £270</p> <p>Mathletics and Times tables Rock Stars</p>
Total budgeted cost					£15,950
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	When will you review implementation?
<p>Intent 6: To effectively initiate KS2 maths interventions to raise progress</p> <p>Use KS2 TAs to provide targeted feedback to KS2 PP maths learners, and initiate fluency interventions for times tables (Spring 2020)</p>	<p>KS2 Maths Fluency Intervention</p> <p>KS2 Maths Intervention for Year 6 (1:15 ratio)</p>	<p>Rationale: Progress is -2.4 for PP children in KS2 Maths in 2019. Evidence: Improving Mathematics in Key Stages 2 and 3 – Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge. (EEF Guidance Report)</p> <p>Working with parents to support children's learning. (EEF Guidance Report)</p> <p>Developing mathematical fluency: comparing exercises and rich tasks. (Foster 2017)</p>	<p>HT drop ins and observations</p> <p>Maths leader analysis of impact of progress within termly analysis</p> <p>Maths leader deep dive (Spring 2020)</p>	<p>LJ</p>	<p>Termly</p> <p>SLT costings to lead Maths Intervention in Year 6 daily: £10,000 contribution</p>
<p>Intent 7: To provide high quality support to pupils how display SEL needs in school or at home. This will be done through the targeted</p>	<p>To increase SEMH and behavioural outcomes for pupils across school and their families.</p>	<p>Rationale: an increased need to support young people and families to improve emotional and social outcomes. Evidence: EEF Guidance Document: Improving Social and Emotional Learning in Primary Schools</p>	<p>Review cases with Catholic Care weekly / half termly and at the end of the sessions. Impact on learning to be assessed by class teachers Parent feedback reviews</p>	<p>DS/ SL</p>	<p>Provision for Catholic Care; £9000</p>

work of Catholic Care for 1 ½ days per week.		Key recommendation 1: Teach SEL skills explicitly. Key recommendation 2: Integrate and model SEL skills through everyday teaching.			
Total budgeted cost					£19,000
Total PP budget 2019-2020		£36,200			
Total Planned Expenditure 2019-2020		£36,390			

This report has been written with the PP Implementation Team, in partnership with the SLT, led by:

**S Leonard
Headteacher
28th October 2019**



**“Grow together
in Christ”**

6. 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

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

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

7. 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