

# Pupil premium strategy statement 2019-20

1. Summary information					
School	St. Catherine's CE Primary				
Academic Year	2019-20	Total PP budget	£60,980	Date of most recent PP Review	July 2019
Total number of pupils	209	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (3 pupils)	33%	73%
% making progress in reading (3 pupils)	33%	81%
% making progress in writing (3 pupils)	33%	92%
% making progress in maths (3 pupils)	67%	88%

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> )	
A.	Children enter reception with low oral language skills which impact on phonics and reading
B.	Children enter reception with poor physical development which impacts on writing
C.	Children have lack of resilience which impacts on their determination to overcome challenging barriers in learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for PP children are lower than the school target of 97% and that of their non disadvantaged peers/national average

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for PP children in reception and nursery	Identified PP children make accelerated progress by the end of the year so that pupils eligible for PP are in line with non PP age related expectation
B.	PP children have good gross and fine motor skills	Improved writing outcomes at end of EYFS and KS1
C.	PP Children are confident writers within KS1/2 and make expected progress.	Improved pupil outcomes in writing. Improved confidence and identified gaps in knowledge and understanding plugged.
D.	Increase attendance rates for disadvantaged children.	Overall PP attendance to be in line with the whole school target of 97%.

## 5. Planned expenditure

**Academic year**      **2019-20**

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?
Improved oral language skills for PP children in Reception.	Speech and Language support.  Signalong training in order to overcome speech and language barriers	Foundation Stage profile shows low attainment on entry and some PP pupils do not make accelerated progress through KS1 in terms of language acquisition and use. This impacts on the numbers achieving ARE.	School SENCo to meet the Speech and Language Therapist termly to discuss long term provision. Team meetings and Pupil Progress meetings	EYFS lead	Apr 2020
Children will achieve the expected standard or above for their age group in writing	Pupil progress meetings half termly will inform how the children are achieving.  Phonics interventions in place for Y1 and 2 – reading into writing  Phonics support for Y3 who did not pass phonics screening by end of KS1	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture).	Dates are set for the year.  External and internal monitoring of maths throughout school  Observations/ book scrutiny and scrutiny of planning Teachers in September select children for Interventions. This is reviewed termly following assessments Data sent to English lead	English lead	June 2020
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning Careers day will show children potential opportunities open to them	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture).	Dates are set for the year.	Head/DHT	June 2020

<p>PP children's reading, writing and maths improves in line with non-pp children in KS1</p>	<p>Children will receive extra reading comprehension support through intervention with teacher and TA Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school PP children will be targeted in their reading and receive extra practice in school</p> <p>Delivery of Maths No Problem falls in line with the expectation of NC2014 and provides opportunities for children to reason and explain</p> <p>Additional story books to be purchased to support closing the vocabulary gap Further resources purchased to enhance reading areas across school</p>	<p>Analysis of data showed the % of Year 2 PP pupils working at ARE in reading and maths was lower than non PP</p> <p>When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped.</p> <p>Assessment outcomes will be accurate and swiftly addressed.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p>	<p>Pupil progress meetings will review interventions given and progress made. 'Drop ins' will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the author they are celebrating and learning about.</p> <p>Teachers in September select children for Interventions. This is reviewed termly following assessments Data sent to English lead</p> <p>Teachers sharing story books linked to wider curriculum</p> <p>Spaced learning in place for history, geography and science which will support the closing of the vocabulary gap</p>	<p>English lead</p>	<p>Feb 2019</p>
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**Total budgeted cost**    £17,180

**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. Whole school will follow 'Heartsmart High Five'</p>	<p>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.</p>	<p>Feedback from staff/progress and from HLTAs will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams.</p> <p>Assemblies will inform if the children are beginning to have visions of a productive happy future.</p> <p>Careers day will show the opportunities open to them Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.</p>	<p>Head</p>	<p>July 2020</p>

PP children's reading improves in line with non-pp children	Interventions are put in place for any pupils who are not making satisfactory progress – Reciprocal Reading delivered by HLTAs PP children who are not reading regularly at home to have additional support in school from adults and also linked to an older pupil who acts as a buddy	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.	Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'.	English lead	Apr 2020
Children will achieve the expected standard or above for their age group all aspects of writing and maths	1 X KS2 TA @ 5 hours support a day for an academic year to support in English and maths in upper KS2 Weekly small group sessions in maths for high attaining pupils with experienced teacher, in addition to standard lessons  To provide additional targeted TA intervention support for identified groupings in Key Stage 1 and Lower K.S.2. in specific core subject skills.	Some of the students need targeted support to catch up. To work with targeted groups. Small group interventions with highly qualified staff who work closely with the class teacher To enable practical sessions to take place outside of the classroom To revisit identified misconceptions to consolidate learning  We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Extra teaching time and preparation time paid for out of PP budget  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.  Expose PP children to test materials in manageable chunks and build up over the year so they can access a full test by May/June	TAs/teachers	June 2019

**Total budgeted cost**

£21,500

### 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?
Behavioural issues addressed for identified children	Nurture and welfare counselling sessions provided for identified children displaying significant behavioural challenges within school.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children who have experienced trauma are more likely to suffer stress and anxiety, which	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour, but also monitor whether improvements translate into improved attainment. Training provided for all nurture based activities	SENCo	July 2020

	Smalls groups of children in Years 1 – 6 support in managing their emotions and building friendships	in turn prevent them from reaching their potential.	Additional support for pupils from staff when they are in crisis Children identified and corresponding support to be provided by Teaching Assistant, HLTA or senior leaders		
Increase attendance rates for disadvantaged children	Part time attendance officer employed to follow up quickly on absences. First day response provision  Parental rewards for those families who maintain good attendance for their child	Attainment cannot improve if we cannot improve attendance. Addressing attendance is a clear step	Office Administrator to track attendance rates of persistent non- attenders. Relevant support or action to be implemented. Attendance officer to work closely with other agencies and collaborate closely to ensure school systems to raise attendance run smoothly  Hold events to engage parents who may find coming into school a barrier – e.g. family picnic, afternoon tea. This will help with building stronger relationships	Office Admin ESW	July 2020
<b>Total budgeted cost</b>					£21,300

6. Review of expenditure				
Previous Academic Year		2018-19		
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
PP children's reading improves in line with non-pp children	<p>reading comprehension support through intervention with teacher and TA</p> <p>PP children will be targeted in their reading and receive extra practice in school</p>	<p>Success criteria partly met. Specialist support and training was provided. Intervention groups were established for identified children and individualised programmes established.</p> <p>Variations due to mix of PPG and SEN children. Some year groups have low PPG numbers (e.g. 3 pupils in Y6)</p>	Wellcomm resumed. The hard work of staff will continue as this is paying off with the gap closing.	£3,500
<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p> <p>Children will show a growth mindset</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Assemblies and lessons will share with the children the purposeful learning, growth mindset and how it can lead to a desired career.</p>	<p>Additional teaching support has been successful in enabling small group based teaching and learning, which in turn offers personalised learning for identified children.</p> <p>Termly reports compiled by the Senco show progress for identified children in boosters and interventions with a clear baseline and assessment. The format of PPM was very successful in highlighting accountability of class teachers for the progress of all children.</p>	Assistant Heads to track progress of key individual children who have not made sufficient steps in progress within reading, writing and maths. Teachers to pinpoint gaps in learning and plan corresponding lessons in order to plug gaps.	£2,000

<p>Children will achieve the expected standard or above for their age group all aspects of reading and writing</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Additional tests will be purchased to aid assessments</p>	<p>PP children perform worse than non PP end of KS1 and KS2 The gap closes as they move through school although there are fluctuations due to some children having SEN and low numbers of PP children in some cohorts. Previous years have show PP children outperform non PP at end of KS2 so this is very much a fluid picture</p> <p>In writing there is little gap at end of KS1 but a gap at end of KS2. However the PP children in KS2 were broadly in line with all pupils nationally</p>		<p>£1500</p>
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**ii. Targeted support**

<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> (and whether you will continue with this approach)	<b>Cost</b>
<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.</p>	<p>PP meetings with assistant heads/English and maths leads have worked very effectively and acted as a 'clinic' to give advice to class teachers to enable them to plan carefully targeted support for PP children.</p> <p>Heart Smart is talked about by children and staff alike and referred to when the going gets tough</p> <p>Children beginning to talk with the language of a growth mindset</p>		<p>£1860</p>

PP children's reading improves in line with non-pp children	Reader's Workshop has been designed and implemented to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Interventions are put in place for any pupils who are not making satisfactory progress using Talisman.	Talisman working well for identified children PP children receive daily reading which enabled them to make good progress in year from their starting points as evidenced in excellent outcomes	Readers workshop evolved in year so that more support given through whole class teaching – therefore PP children get more support more of the time	£2,500
Children will achieve the expected standard or above for their age group all aspects of writing and maths	1 X KS2 TA @ 5 hours support a day for an academic year to support in English and maths in upper KS2 Weekly small group sessions in maths for high attaining pupils with experienced teacher, in addition to standard lessons  To provide additional targeted TA intervention support for identified groupings in Key Stage 1 and Lower K.S.2. in specific core subject skills.	PP children perform worse than non PP end of KS1 and KS2 The gap closes as they move through school although there are fluctuations due to some children having SEN and low numbers of PP children in some cohorts. Previous years have show PP children outperform non PP at end of KS2 so this is very much a fluid picture	This support to continue	-£42,900

### 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.