

Pupil Premium Strategy Statement: St Mary's Catholic Primary School

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2019-20	Total PP budget	20,710	Date of most recent PP Review	September 2019
Total number of pupils	210	Number of pupils eligible for PP	20	Date for next internal review of this strategy	January 2020

2. Attainment 2018-2019 (Based on year 6 results)			
<i>St Mary's Catholic Primary figures for pupils eligible for PP (5 pupils)</i>		<i>National figures for pupils not eligible for PP (interim results)</i>	
% achieving expectation in RWM	60%	% achieving expectation in RWM	67%
% achieving expectations in reading	100%	% achieving expectations in reading	73%
% achieving expectations in writing	60%	% achieving expectations in writing	78%
% achieving expectations in maths	80%	% achieving expectations in maths	79%
Progress measure in reading	2.4	Progress measure in reading	0
Progress measure in writing	-4.3	Progress measure in writing	0
Progress measure in maths	-0.2	Progress measure in maths	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Gaps in prior learning.
D.	Poor learning behaviours e.g. organisation, resilience, commitment.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Consistent attendance and punctuality.
F.	In some cases, financial barriers to enrichment possibilities.
G.	In some cases, a lack of routines that support learning for e.g. times tables, reading.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' can access learning. In class because their social, emotional and behavioural needs are met.	<ul style="list-style-type: none"> • Pupils are ready to learn in class without the need for intervention. • Pupils can access learning in class without the need for intervention.
B.	<p>To develop opportunities for vocabulary development and oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading</p>	<ul style="list-style-type: none"> • Voice 21 project implemented. • 400 words project • Pupils read regularly (4 x a week) outside of normal class reading. • Pupils (who need to) will have opportunities for additional reading in school. • Guided reading sessions will focus on teaching explicit reading skills. • Teachers will give pupils precise feedback which the pupils can respond to. • Quantity/quality of reading will be tracked each week.
C.	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related national expectations in English and maths. • All staff will receive appropriate CPD to facilitate development and high-quality teaching. • Teachers will use PIXL assessments to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils opportunities to consolidate key skills in phonics, reading and maths. • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need.
D.	Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> • Pupils will have a structured termly mentoring meeting with their teacher. • Termly mentoring meetings will discuss whether pupils are on track for their behaviour and effort. • High quality and an appropriate quantity of work produced will be evident in book scrutinies.
E.	All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> • All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. • Parents will be informed of their child's colour coded attendance bands. • The school will contact parents proactively if attendance slips. • Thank you, letters, sent where attendance improves. • Parents will meet with the Head of School when attendance fails to improve to discuss support needed.
F.	School will deliver an engaging, broad and varied curriculum.	<ul style="list-style-type: none"> • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

G.	Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary).	<ul style="list-style-type: none">• Pupils will read at least 4 times per week .• Pupils will complete x table practice sessions each week.
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5. Planned expenditure					
Academic year	2019-20				
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?
To use CPD to ensure teaching is of an excellent standard.	CQ Vocab CPD Reasoning and Talk for maths CPD TA Weekly CPD sessions Rosenshine's Principles of Instruction CPD Cognitive load theory and implications for teaching	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. The Education Endowment Foundation Making Best use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning. Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	All foci are part of School Development Plan and Self Evaluation.	HoS	Half termly
To address gaps in learning so that children can meet or exceed age related expectations.	PIXL assessments QLA's Therapies – led by teacher where possible. Adapt teaching where appropriate	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: · Pupils having clear goals/objectives. · Teachers providing pupils with modelling, scaffolding, appropriate steps to achieve them. Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	PIXL CPD PIXL data spreadsheet analysis Pupil progress meetings	Assessment lead Ks leads HoS	Termly

<p>To develop opportunities for oracy across the school.</p>	<p>Voice 21 project</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words It is important to develop and increase all pupils vocabularies.</p> <p>Voice 21 project developed with EEF funding and alongside Cambridge university.</p> <p>https://languageresearch.cambridge.org/images/Language_Research/CambridgePapers/CambridgePapersInELT_Oracy_2018.pdf</p>	<p>NPQSL project Regular sponsor meetings Impact across school</p>	<p>TV – NPQSL project English lead</p>	<p>Termly</p>
<p>To develop and increase academic vocabulary across the school.</p>	<p>CQ Vocab training Audit quality of texts taught and available to pupils in class book corner and library.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words It is important to develop and increase all pupil vocabularies.</p>	<p>Writing moderation Book scrutiny Drop ins Learning walks</p>	<p>English lead KS leads HoS</p>	<p>Termly</p>

<p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>To have rigorous approaches in place to ensure pupils read regularly.</p> <p>Pupils read regularly and have access to high quality texts.</p>	<p>Each teacher to record when pupils read.</p> <p>All pupils will read 4 times a week.</p> <p>Reading volunteers trained.</p> <p>Audit of class reading areas – high quality text available.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p>	<p>Teachers will deliver 2 RIC and 3 Guided reading sessions per week.</p>	<p>English Lead</p> <p>KS leads</p> <p>All teachers</p>	<p>Half termly</p>
<p>For disadvantaged pupils to access the school library after school once a week.</p>	<p>Literacy lead to open the library once a week after school to allow pupils to read and change books.</p>	<p>It is important to ensure that all pupils read regularly.</p> <p>Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa.</p>	<p>Tracking attendance of pupils.</p> <p>Encouraging pupils to attend.</p>	<p>Literacy lead</p>	<p>Half termly</p>

<p>School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</p>	<p>To teach foundation subjects using the 'Chris Quigley milestones' approach where children become Historians and Geographers by gaining knowledge and understanding through the use of a wide range of skills.</p> <p>To deliver high quality music lessons taught by a specialist music teacher once a week across the school.</p> <p>To deliver high quality PE lessons taught by a specialist PE teacher once a week across the school.</p>	<p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>The school monitoring cycle will continuously evaluate provision.</p>	<p>HoS Subject leaders</p>	<p>Ongoing school monitoring cycle.</p>
<p>For pupils to develop mathematical problem solving and reasoning skills.</p>	<p>All classes to fully utilise WRH resources. KS2 to implement PIXL 3 in 3. Class teachers to revisit arithmetic and reasoning linked to skills during lesson starters. Use of manipulative across the school. Daily opportunities to reason and problem solve across school.</p>	<p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.'</p>	<p>The school monitoring cycle will continuously evaluate provision.</p>	<p>HoS Maths lead</p>	<p>Ongoing school monitoring cycle</p>

<p>To develop the teaching of phonics to ensure pupils have the basic skills required to become fluent readers.</p>	<p>Phonics tracking from Reception to Year 1.</p> <p>Phonics training for teachers for St Louis</p> <p>Mentoring visits from St Louis teacher to support teachers with teaching phonics.</p>	<p>The Sutton Trust states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. This approach is more effective than other approaches to early reading and should be embedded in a rich literacy environment for early readers.</p>	<p>Drop ins Phonics assessments</p>	<p>KS leaders HoS</p>	<p>Half termly</p>
<p>For pupils to be ready to learn and demonstrate excellent learning behaviours.</p>	<p>Renewed focus on learning behaviours. Learning behaviours taught. Learning envoy Learning detectives</p>	<p>Many studies show that children who have a growth mindset respond differently in challenging situations and do better in school over time.</p>	<p>Learning walks Impact on learning Pupil perceptions</p>	<p>KS leaders HoS</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£</p>

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?
To improve the attendance of disadvantaged pupils.	To follow school attendance policy. To track attendance half termly. Letters with colour coding for attendance to be sent to parents half termly. Thank you letters to be send where attendance improves. Meeting with HoS where attendance remains to be below national expectations.	Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. Informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	Monitor attendance half termly. Follow up letters, phone calls and meeting organised promptly.	HoS	Half termly

<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.</p>	<p>Boxall profile Reception class to identify ESB needs and plan group support as required.</p> <p>Nurture Group 3 mornings a week.</p> <p>Safe space at lunchtimes.</p> <p>Calm boxes.</p> <p>Lego therapy</p> <p>Drawing and talking</p> <p>Mental health and wellbeing lessons across the school.</p> <p>Uniform / school equipment</p>	<p>Nurture groups give pupils the opportunity to experience the early nurturing experiences some children lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.</p> <p>During the past two decades, 60+ studies have demonstrated the positive impact of nurture groups on pupils' wellbeing and academic performance.</p> <p>Studies have shown that nurture provision allows children to better perform academically (Sanders, 2007; Reynolds et al. 2009; Seth-Smith et al. 2010), increasing school attendance (Sanders, 2007) and school enjoyment (Sloan et al. 2016) and reduce pupils' exclusions (Ofsted, 2011).</p>	<p>Boxall profile focus group at end of term/year to evaluate progress and readiness for Year 1.</p> <p>Monitor progress of pupils.</p> <p>Evaluation of interventions, impact on behaviour and learning in classroom.</p>	<p>SENCO</p>	<p>Termly</p>
<p>For identified gaps in learning to be addressed.</p>	<p>Various interventions according to need including PIXL therapies. Interventions may occur before school or in class groups with the teacher.</p>	<p>Gaps identified using PIXL and formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: · Pupils having clear goals/objectives. · Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p>	<p>Progress will be checked half termly.</p>	<p>Key Stage Leaders</p>	<p>Half termly</p>

<p>To develop a strong pupil/teacher relationship with a focus on achievement.</p>	<p>Pupils will have termly 1:1 mentoring meetings with their teachers, focused on learning targets/skills/attitudes.</p>	<p>2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</p>	<p>Termly meetings will be based on achievement, attitudes and attendance.</p>	<p>Teachers</p>	<p>Termly</p>
<p>Total budgeted cost</p>					

iii. Other approaches (Enrichment and experiences)

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>For pupils to access a range of social, cultural, sporting experiences, visits and activities.</p>	<p>Pupils will partake in cultural visits.</p> <p>Visitors will attend the school.</p> <p>Specialist music teacher tuition for all pupils across the school (SLE).</p> <p>Priority given to PP pupils to attend clubs.</p> <p>Cost of Instrument tuition covered for PP pupils.</p>	<p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>The Sutton Trust states that participating in after school programmes has some impact on measures of academic achievement. There is evidence that there are wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p>	<p>Review programme of trips and visits.</p> <p>Monitor attendance at clubs.</p>	<p>Head of School</p> <p>Subject leads</p>	<p>Yearly</p>
Total Costs					£

6. Review of expenditure: Academic Year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For PP pupils to make (or exceed) national expectations for progress and attainment.</p>	<p>Key skills development.</p> <p>Interventions to address gaps in learning.</p> <p>CPD for teachers and support staff – Maths</p> <p>CPD for teachers focused on reading</p> <p>IOA – Bar modelling project.</p> <p>PIXL in Year 6</p> <p>Welcome tests and interventions to develop language acquisition.</p> <p>Termly meeting with class teacher to review progress.</p>	<p>Results show that the % of PP pupils achieving expected in RWM is in line with national expectations.</p> <p>The % of PP pupils achieving expected in reading and maths exceeds national expectations.</p> <p>The % of PP pupils achieving writing is below national expectations. 2 of the 6 PP pupils in Year 6 did not achieve expected for writing. Additional support was put in place for these 2 pupils but they were not able to make the expected standard at this time.</p> <p>Results for writing for PP pupils across the school do not stand out as a particular area of weakness. Data analysis indicated that the drop in writing in Year 6 was cohort specific.</p>	<p>This approach needs to be modified for 2019-20.</p> <p>PIXL to be rolled out across the school. Use of diagnostic testing to address specific gaps in learning within each year group. Therapies fully embedded to address gaps.</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For pupils to have their basic needs met and to be ready to learn.</p> <p>For PP pupils to make (or exceed) national expectations for progress and attainment</p>	<p>Nurture Group</p> <p>Breakfast interventions</p> <p>Safe space at lunchtimes</p> <p>Lego therapy</p> <p>PSHE curriculum</p> <p>Mental health and wellbeing lessons across the school.</p> <p>Attendance project</p> <p>Art week</p> <p>Uniform / School equipment</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be 'ready to learn'.</p> <p>As results show, the progress and achievement of PP pupils achieving expected in RWM was in line with the National Averages for pupils not entitled to the PP grant.</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

<p>For pupils to have access to a range of social, cultural and sporting experiences.</p>	<p>Music tuition Orchestra Computing club Sports clubs Sporting events Theatre visits Music workshops Class trips Religious visitors and workshops</p>	<p>Pupils benefitted from access to a wide range of social, cultural and sporting experiences.</p>	<p>Develop further opportunities for cultural capital.</p>	
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1. Additional detail