

# Pupil premium strategy statement (Primary)



1. Summary information					
School	Our Lady's Catholic Primary				
Academic Year	2019-2020	Total PP budget	£74,780	Date of most recent PP Review	N/A
Total number of pupils	197	Number of pupils eligible for PP	49	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>
<b>% Year 6 achieving Expected Standard in Reading, Writing and Mathematics</b>	75%	71%

Reception Children achieving ELG at the end of 2018-2019		Reading 26/31 83.9%				Writing 25/31 80.6%				Mathematics 27/31 87.1%			
GLD 22/31 71%		Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium		Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium		Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium	
		3		28		3		28		3		28	
Pupil Premium	Non Pupil Premium	School	National	School	National	School	National	School	National	School	National	School	National
3	28	100% 3/3	62%	82% 23/28	75%	100% 3/3	58	78% 22/28	74%	100% 3/3	66%	85% 24/28	80%

Year 1 Children achieving required standard for Phonics in 2019 24/29 (83%)	Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium		Year 2 Children achieving required standard for Phonics in 2019	Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium	
	7		22			3		3	
Number in cohort 29	School	National	School	National	Number in cohort 6	School	National	School	National
	71% 5/7	71%	86% 19/22	82.5%		33% 1/3	TBC	66% 2/3	62%

Children achieving Expected Standard at the end of 2018-2019	Reading				Writing				Mathematics			
	Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium		Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium		Pupils eligible for Pupil Premium		Pupils not eligible for Pupil Premium	
	School	National	School	National	School	National	School	National	School	National	School	National
Year 2 Number in cohort: 28	83% 10/12	62%	94% 15/16	78%	67% 8/12	55%	94% 15/16	73%	50% 6/12	62%	94% 15/16	79%
Year 6 Number in cohort: 28	75% 9/12	62%	87% 14/16	78%	100% 12/12	68%	94% 15/16	83%	100% 12/12	67%	100% 16/16	84%

### 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*)

<b>A.</b>	Oral language skills in Key Stage 1 and Key Stage 2 are lower for pupils eligible for PP than for other pupils, which slows progress in phonics and reading.
<b>B.</b>	More able pupils who are eligible for PP make less progress than other more able pupils at the end of Key Stage 1.
<b>C.</b>	Parents of PP pupils are less willing to engage in their children's learning (eg., reading at home; completion of homework activities), which impacts on the overall progress of these children.

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

<b>D.</b>	Attendance rates for pupils eligible for PP are below that of non PP children and below the 95% threshold.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Key Stage 1 and Key Stage 2.	Pupils eligible for PP in Key Stage 1 and Key Stage 2 make accelerated progress by the end of the year so that all pupils eligible for PP meet age-related expectations.
<b>B.</b>	Increase the number of pupils eligible for PP who achieve at Greater Depth at the end of Key Stage 1.	Pupils eligible for PP in Key Stage 1 meet the targets set based on EYFS outcomes rather than just age-related expectations.
<b>C.</b>	Provide all pupils eligible for PP with equal opportunities to access the curriculum.	Assist families with educational visit expenditure, enrichment activities and individual family support.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 95% in line with that of other pupils.

## 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?
A. Improved oral language skills in Key Stage 1	Quality First Teaching CPD – dissemination of materials from Stockport's Entitlement Framework	It provides teachers with the skills to raise the quality in their teaching practice to ensure every child enjoys outstanding teaching and learning outcomes.	SLT will lead CPD for teachers to enable them to improve their practice in key areas (deeper thinking, impact on learning, challenging expectations and engaging in learning). Lesson observations by SLT and Subject Leaders will focus on the impact of this CPD.	SLT	Termly Subject Leaders' reports to HT  <b>Review:</b> Ongoing programme of CPD for teachers to enable them to continue to deliver Quality First Teaching; limited opportunities to improve outcomes due to Covid-19 and subsequent lockdowns and bubble closures; this remains a target for 2020-2021
B. Increased number of pupils achieving Age-Related Expectations	Quality First Teaching CPD - dissemination of materials from Stockport's Entitlement Framework	It provides teachers with the skills to raise the quality in their teaching practice to ensure every child enjoys outstanding teaching and learning outcomes.	SLT will lead CPD for teachers to enable them to improve their practice in key areas (deeper thinking, impact on learning, challenging expectations and engaging in learning). Lesson observations by SLT and Subject Leaders will focus on the impact of this CPD.	SLT	Termly Subject Leaders' reports to HT; SLT meetings; Pupil Progress Meetings Termly Subject Leaders' reports to HT; SLT meetings; Pupil Progress Meetings
	Rising Stars Achieve 100 resources	Improved outcomes at the end of Key Stage 2 which can be partly attributed to the quality and style of these resources. They provide meaningful and age-appropriate practice and revision for children in Year 2 and Year 6 and help children to consolidate their learning. They also provide support and guidance for teachers	DHT who has responsibility for assessment will monitor the implementation and impact of the resources, with a particular focus on outcomes for more able children. Pupil Progress Meetings will also evidence the impact.	DHT	<b>Review:</b> Outcomes in 2019-2020 show that the numbers of pupils achieving Age-Related Expectations at the end of Key Stage 1 and Key Stage 2 have increased; metacognition strategies have had limited impact due to the restrictions of Covid-19 and staffing changes
	Embedding the Principles of Metacognition CPD	The Education Endowment Foundation Teaching and Learning Toolkit identifies metacognition and self-regulation as a high-impact, low-cost strategy based on extensive evidence. The CPD provided by Focus Education is a whole school approach to improve the teaching and learning culture. It will provide practical ideas to help support	Dissemination of materials from CPD by HT. Lesson observations and pupil interviews by SLT and Subject Leaders will monitor the impact of this CPD. Pupil Progress Meetings will evidence improved outcomes for all groups of children, particularly the more able.	HT/SLT	

	Focus English Curriculum	the implementation of a metacognition programme for Reception to Year 6.  To develop the Our Lady's Curriculum to enable teachers to plan and deliver English teaching and learning in a purposeful and engaging way, placing English and literature at the heart of the curriculum. It is based on high quality texts to ensure children experience a wide and rich reading curriculum and to enhance writing opportunities across the curriculum.	HT to disseminate CPD to teaching staff. HT to align objectives from Our Lady's Curriculum to English Curriculum, making links with quality texts. Improved outcomes for reading and writing will be evidenced at Pupil Progress Meetings.	HT	
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**Total budgeted cost**

£15,000

## 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?
A. Improved oral language skills in Key Stage 1 and Key Stage 2	Oral language interventions: Talk Boost; Language Link; Tales Toolkit – to deliver individualised programmes of work to identified children.  Additional Learning Support Service teaching to deliver bespoke interventions to identified children.	Early intervention to support learning across the curriculum. Advice from Speech and Language therapist and Learning Support Service. Talk Boost provides a structured programme which boosts children's progress in language and communication by an average of 18 months after a 10 week intervention.  Teaching from Learning Support Service has already shown great impact on outcomes for disadvantaged children, increasing attainment and enabling some children to work at age-related expectations.	CPD for teachers and TAs across Key Stage 1 and Key Stage 2 to enable them to deliver the interventions effectively. Intervention Monitoring Sheets to keep records of impact of interventions and progress of identified children.  Learning Support Service to deliver additional sessions on a weekly basis to identified children. Intervention Monitoring Sheets will evidence progress made and identify next steps in learning. Pupil Progress Meetings will evidence improved outcomes for these children.	HT  LSS teacher	Termly review of interventions  <b>Review: limited opportunities to improve outcomes due to Covid-19 and subsequent lockdowns and bubble closures; this remains a target for 2020-2021</b>  LSS Review Meetings; Pupil Progress Meetings
B. Increased number of pupils achieving at Greater Depth	Additional Teaching Assistant support to enable the provision of targeted intervention	The Education Endowment Foundation Teaching and Learning Toolkit states that 'there is some evidence of greater impact when TAs are given a defined pedagogical role or responsibility for delivering specific interventions.' TAs can have a positive impact when they work collaboratively alongside teachers. Some TA time will be used to enable teachers to deliver small personalised learning for identified individual or groups of children.	Improved outcomes, especially for more able children, will be evidenced at Pupil Progress Meetings and through Intervention Monitoring Sheets. TA appraisal will be used to highlight CPD needs and relevant training will be provided.	HT/SLT	Termly review of interventions; Pupil Progress Meetings; SLT meetings  <b>Review: Projected outcomes for 2020 (due to Covid-19) show an increase in Greater Depth Reading for at the end of Key Stage Two; continue as a target</b>

C. Improved opportunities to access the curriculum	Provide additional opportunities for engagement with the curriculum, eg., Booster Group; Easter School; Homework Club; Weekly GPS drop-in for parents; Parental Engagement Network (Mouse Club for Reception children)	Parents have stated that they sometimes feel unable to support their children's learning at home as they do not feel they have the knowledge or skills required. Homework Club enables children to be supported to successfully complete homework activities and can provide access to ICT facilities if needed. Booster Groups and Easter School for identified children have previously had a positive impact on outcomes at the end of Key Stage 2. Subscription to the Parental Engagement Network in order to increase the number of parents who are actively involved in children's learning. Current Reception children are part of Mouse Club. The scheme was outlined to new parents at the new intake meeting in June/July where they were given information booklets covering various topics which would support parents in getting their children ready for school (eg, toileting/behaviour/self-care). The mice were then given to the children at the intake day in July along with activities/sticker charts to help the children 'get their mouse ready for school).	Evidence from Pupil Progress Meetings will show improved outcomes for identified children. Feedback from parents will show increased confidence in how they can support their children at home.	HT	Pupil Progress Meetings; Parents' Evenings  <b>Review:</b> Mouse Club has been well-received and has resulted in more children in Reception being 'school-ready'. Homework Club has had some success although some children perceive it as a sanction as it is run at lunchtime
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**Total budgeted cost**

£45,000

**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?
C. Improved opportunities to access the curriculum	Educational visit expenditure; Enrichment activities; School photographs; PE kits; subscriptions to Athletics and Reading Eggs; wider opportunities for music – African Drumming; free access to Breakfast Club	To extend children's experiences beyond academic gain, continue to subsidise a range of enrichment and engagement activities, including residential visits. There is a growing body of evidence which highlights the increasing cost of the school day and the pressures this places on families (Manchester Institute of Education Disadvantage and Poverty Group). Free access to Breakfast Club ensures that children have the opportunity to be at school on time and ready to learn.	Increased engagement and motivation from children and parents; pupil voice; participation in Manchester Institute of Education initiative (collaboration with Stockport Local Authority) – focusing on engagement, poverty, wellbeing and transition to improve educational experiences and outcomes for young people living in low-income neighbourhoods.	HT	July 2020  <b>Review:</b> Engagement with Poverty Proofing has increased awareness and understanding in the school community of the impact of poverty; feedback from children and parents has been positive
D. Increased attendance rates	Weekly Attendance Award; School Age Plus Worker;	Regular attendance at school is a key factor in progress and attainment. Rigorous monitoring enables vulnerable	Termly Team Around School Meetings which identify vulnerable children to be supported by the	HT	July 2020

	<p>First Day response calling; TA to provide pastoral support for identified children</p>	<p>children to be identified and supported by the School Age Plus Worker. Weekly Attendance Award promotes a positive attitude and rewards good attendance. TA with pastoral role to provide additional sessions to enable identified children to have individual pastoral support which is bespoke to their needs.</p>	<p>School Age Plus Worker. These meetings also provide regular updates and feedback about the impact of support. TA to feedback on pastoral support provided and impact on identified children.</p>		<p><b>Review:</b> Limited success of Team Around School meetings due to lack of resourcing; new TAS model to be implemented by Stockport in 2020-2021</p>
<b>Total budgeted cost</b>					£15,000

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improve the disparity between reading and writing outcomes for all children.	Curriculum enhancement through Learning Challenge Curriculum, Quality Texts and reinvigorated reading scheme.	Medium: Although results at the end of Key Stage 1 and Key Stage 2 showed that children eligible for Pupil Premium performed in line with their peers, results in writing are still not as good as those for reading. Learning Challenge Curriculum and updated reading scheme is impacting positively on writing, but this gap is closing too slowly.	Learning Challenge Curriculum has impacted positively on the engagement of children in their learning. This will be refined as an 'Our Lady's Curriculum' for the next academic year which will incorporate continuity and progression in the teaching of English. It also supports pupils in mastering and deepening learning and is based on the use of high-quality texts which provide the driver for the unit.	£15,000
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
To narrow the gap between disadvantaged pupils and their peers.	Additional Teaching Assistant support to enable the provision of targeted intervention; Provide additional opportunities for engagement with the curriculum, eg., Booster Group; Easter School; Homework Club; Weekly GPS drop-in for parents	High: Results at the end of Key Stage 1 and Key Stage 2 showed that children eligible for Pupil Premium performed in line with their peers, and some exceeded their expected progress measure.	Structured TA support enabled high quality interventions to be implemented. Strategy to be continued and extended to enable teachers to deliver bespoke interventions. Additional opportunities for engagement with the curriculum to be continued; consider extending the provision of drop-in sessions for parents to enable them to be more proactive in their children's learning.	£50,000

### 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
Improved opportunities to access the curriculum	Educational visit expenditure; Enrichment activities; School photographs; PE kits; subscriptions to Mathletics and Reading Eggs; wider opportunities for music – African Drumming	High: Pupil voice indicates engagement and motivation from children eligible for Pupil Premium. Barriers to learning reduced. Results at the end of Key Stage 1 and Key Stage 2 showed that children eligible for Pupil Premium performed in line with their peers, and some exceeded their expected progress measure.	Continue to extend children's experiences beyond academic gain, by subsidising a range of enrichment and engagement activities, including residential visits.	£20,000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Additional costs for 2018-2019:

- Rolling programme of CPD for Restorative Approaches which will further develop strong relationships, leading to more effective learning.
- Provision of further CPD for staff, including Teaching Assistants, to enable them to deliver a range of interventions more effectively (eg JTRS; Focus Education)
- Micro Librarian – to enhance the reading opportunities available to all children. Identified TAs received training to implement effective use of Micro Librarian.