

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Wilfrid's Catholic Primary School				
Academic Year	2019-20	Total PP budget	£241,999	Date of most recent PP Review	Sept 2019
Total number of pupils	383	Number of pupils eligible for PP	194	Date for next internal review of this strategy	Feb 2020

2. Attainment – no external data- COVID-19		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).	
B.	Impoverished language and social skills which impacts on learning.	
C.	Poor Learning Skills eg, organisation, commitment, resilience	
D.	Increasing number of pupils with English as additional language (EAL)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Low aspirations of some disadvantaged families, regarding academic and career goals and expectations leading to limited life experiences for the children	
F.	Consistent attendance and punctuality	
G.	Socio-economic disadvantage i.e. poverty	
H.	Families where English is the second language spoken in the home - some with limited understanding of the education system;	
I.	Parental engagement with school and perceptions of education	
J.	Access to resources, such as books, libraries, life experiences (especially cultural).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance will improve	Disadvantaged pupils' attendance (currently 92.31%) in Autumn 2018 to better attendance for national. Non-disadvantaged currently 96.74 %
B.	Pupils can access learning in class because their physiological, safety and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced

<b>C.</b>	Pupils read regularly and have access to high quality texts with guided reading and English lessons and there are many opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
<b>D.</b>	Pupils are excellent mathematical problem solvers	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.
<b>E.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/visit places they would not usually be exposed to.

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?
<p>For PP pupils in Y4-6 to make (or exceed) expected progress in reading and writing.</p> <p>To reduce the gap between attainment of PP and non PP.</p>	<p>Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.</p> <p>Fresh Start (Y6 Autumn Term)</p>	<p>Sutton Trust – ‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.’</p> <p>Smaller class sizes mean that disadvantaged pupils can access more of their teachers’ time with tightly focussed direct teaching.</p>	<p>School monitoring cycle</p> <p>OTrack report - Context groups Diminishing the difference over time</p>	<p>English Lead</p>	<p>Termly</p> <p>Teacher assessment:</p> <p>Y6 reading data showed that PP outperformed non PP by 2% for children achieving ARE and GD.</p> <p>Y6 writing data showed that PP outperformed non PP by 8% for children achieving ARE.</p>
<p>To raise attainment in Maths to be in line with attainment nationally.</p> <p>To reduce the gap between attainment of PP and non PP.</p>	<p>TRG programme for Maths.</p>	<p>While the attainment of Y6 pupils improved by 19% from 2017 to 2018, attainment is still below attainment nationally. Following work with White Rose Maths, the Maths team have joined a TRG to improve classroom practice through a mastery approach to teaching mathematics. Each of the 140 Mastery Specialists (four in each Maths Hub area) has set up a TRG, with teachers from their own school and schools in the surrounding area, and started to</p>	<p>School Monitoring Cycle</p> <p>As a result of the TRG, we have made several changes to improve classroom practice. Faye Glendinning, our link Mastery Specialist worked alongside the maths team to create a rolling plan of targets.</p> <p>As a result of the TRG programme the following changes were made in</p>	<p>Maths Leads</p> <p>Termly</p> <p>The use of White Rose resources has also been effective. All teachers now follow the White Rose medium term planning, although these have been amended by teachers.</p> <p>The white rose recap lessons have proved invaluable as they allow us to cover “lost learning” due to COVID.</p>	

		<p>explore, share and refine some teaching for mastery approaches. Through this, all staff will have access to support to develop mastery skills for all pupils.</p>	<p>2019/2020</p> <ul style="list-style-type: none"> <li>- Switch to "flip chart planning" to be stored on eschools</li> <li>- Development of do it, twist it and deepen it lessons</li> <li>- Inset delivered on use of resources</li> <li>-Resources ordered for each year group ( base ten, double sided counters, tens frames)</li> <li>-Amended feedback in-line with TRG suggestions</li> <li>- Purchase of extra resources to supplement planning ( Power maths)</li> <li>- Planning now includes key vocab, key misconceptions and key questions.</li> </ul>	<p>The White Rose premium resources were used across school when teaching online, as they followed our teaching sequence and were delivered in small steps. We will continue to renew our subscription as the videos, activities and wider reading are valuable for staff.</p>
<p>Develop spoken language and listening skills amongst identified pupils</p>	<p>Develop oral and aural skills – Letters and Sounds through music. Specialist provision in EYFS</p> <p>T.A. to provide intensive targeted speech and language interventions full time in order to decrease numbers referred to outside SALT</p>	<p><a href="https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_section_2.pdf">https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_section_2.pdf</a></p> <ol style="list-style-type: none"> <li>1. Poor language affects behaviour – even in very young children. Two in three language delayed three-year-olds have behaviour problems.</li> <li>2. Children's vocabulary in low income families is around one year behind children in middle income homes at age 5. These children are at a disadvantage in learning and making friends even before they start formal education.</li> <li>3. The communication environment in the early years has been identified</li> </ol>	<p>School monitoring cycle</p> <p>Feedback from class teachers, parents and SALT service regarding pupils' spoken language/ engagement</p>	<p>SENDCo SALT EYFS Phase leader Half termly</p> <p>Because of Covid restrictions, children have not been able to attend any music or activity groups, playgroup or stay and play to help them develop their sense of self outside their family and home, which has been very evident in school.</p> <p>WELLCOMM interventions have been interrupted.</p>

		as being crucial in promoting children's early development and in reducing the risk of low attainment.			
Total budgeted cost					£220,727
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?
For selected pupils to be supported in accessing learning.	Health Mentor Support -Evolve to support pupils in small groups within lessons and to support 1:1 for pupils who require it.	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching, over time, have an impact on young people and their learning.	Progress will be checked half termly  Number of lunchtime incidents will be reduced.	Phase Leaders	Half termly <i>Covid interruptions - children taught in bubbles. Inexperienced health mentor</i>
To raise attainment in Maths to be in line with attainment nationally.	Third Space Learning: personalised teaching to Year 6 PP pupils. Providing target pupils with weekly online 1-to-1 lessons with their own specialist maths tutor.	In a trial with Rising Stars, pupils receiving 1-to-1 from Third Space Learning made 7 months' progress in 14 weeks. 1-to-1 conversation helps pupils develop their reasoning and problems solving skills which has been an area of weakness.	Progress will be checked termly. Each pupils' session will be monitored.	Year 6 teachers to feed back to Maths lead	Termly. <i>Extended the offer to KS2 pupils Easter 2020. Some children managed to access from home but Covid interrupted the programme.</i>
Total budgeted cost					£14,427
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?
For pupils (and families) to be	Safeguarding climate in school so that	EEF findings - 'Interventions which target social and emotional learning	Attendance will be monitored.	Pastoral team: FSW,	Half termly

supported to ensure students are physically, mentally and emotionally ready to learn.	<p>changes in pupil's home circumstances are quickly identified and necessary action taken through a</p> <p>Educational Psychologist, Health Ed Service,</p>	<p>(SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'</p> <p>Of the three broad categories of SEL, we will use more specialised programmes which are targeted at students with particular social or emotional needs including Evolve Learning Mentor, EP, and R. Aymer as well as FSW and Attendance officer.</p>	<p>Attainment and progress will be monitored.</p>	<p>attendance officer, health mentor (Evolve), Robert Aymer and DSLs.</p> <p>Phase leaders</p>	<p>Covid has impacted attendance as school was only open for vulnerable and children of key workers.</p> <p>Pastoral team supported staff in contacting families regularly, delivering packs of work, packed lunches and food parcels.</p>
To build relationships with pupils/families.	<p>Dedicated weekly family support worker to signpost families to relevant services.</p> <p>Structured Conversations. (A4A)</p>	<p>To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment.</p> <p>The Impact of Parental Involvement on Children's Education (education.gov.uk) found that, 'Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education. Parental involvement has a significant effect on pupil achievement throughout the years of schooling. Educational failure is increased by lack of parental interest in Schooling.'</p>	<p>FSW will report on actions each week.</p> <p>Staff to record conversations on CPOMs and complete follow up. Liaise with Pastoral team as necessary.</p>	<p>FSW</p> <p>All staff</p>	<p>Weekly</p> <p>Pupil Premium champion and DSLs to monitor half termly</p> <p>As above</p>

To use CPD to further develop a comprehensive set of complementary strategies and approaches to unlock academic achievement, accelerate progress and enhance the goals and outcomes of pupils.	<p>Achievement for All (A4A)</p> <p>Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges.</p> <p>Complete Needs Analysis</p>	<p>Founded in 2011, the mission of Achievement for All is to close the unacceptable gaps at every level of the education system. Empowering young people, as well as their teachers, parents and carers, the charity works to transform lives through personal coaching, professional support, and a leading network of educational experts.</p> <p>We have chosen to work with this company for their expertise in supporting all staff to improve outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.</p>	Pupil Premium Champion to meet regularly with A4A coach. Liaise with SLT.	Pupil Premium Champion	<p>Half Termly</p> <p>A4A staff were furloughed</p> <p>Priorities changed for school due to Covid- staff meetings were changed to reflect working in a pandemic.</p>
Embed practices to promote resilience	<p>Staff INSET and training</p> <p>Achievement for All (A4A)</p> <p>Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges.</p>	As above	<p>Liaise with SLT and PSHE lead.</p> <p>Phase Leaders to develop good practice with staff within each phase building on existing practice and resources and developing links with PSHE</p>	<p>Pupil Premium Champion</p> <p>Phase leaders</p>	<p>July 2020</p> <p>A4A staff were furloughed</p> <p>See above</p>
Pupils to access a range of social/ cultural/ sporting experiences, visits and activities	<p>Subsidise school visits and trips to enrich and increase life experiences</p> <p>Subsidise music tuition</p>	<p>Pupils horizons are broadened as they learn more about culture, history and geography.</p> <p><a href="http://www.learningaway.org.uk">www.learningaway.org.uk</a> study found that residential visits helped Improved students' resilience, self-confidence and wellbeing,</p>	<p>Track attendance (reduction in unauthorised days off) Attendance officer.</p> <p>Learning Walks by subject leaders show that pupils are engaged in their learning.</p>	<p>Attendance officer</p> <p>Phase leaders</p> <p>Subject Leaders</p>	<p>Half termly</p> <p>Covid- many pupils working at home. Public places closed and we were not able</p>

		<p>boosted cohesion and a sense of belonging and widened and developed pedagogical skills. Studies show that educational trips and learning opportunities outside school can improve wellbeing, attainment and peer relationships.</p> <p><a href="https://www.schooltravelorganiser.com/Features/5-ways-school-trips-can-be-beneficial-for-teachers">https://www.schooltravelorganiser.com/Features/5-ways-school-trips-can-be-beneficial-for-teachers</a></p>	<p>Experiences are reflected in their learning (ie, writing)</p>		to have visitors to school
	Work with KSSP (and Sports Premium) to provide opportunities for pupils to participate in after school clubs.	The Nuffield Foundation – ‘Participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills’	PE lead to offer PP children places in clubs and to track attendance in these. Learning walks as above	PE lead	
<b>Total budgeted cost</b>					£63,211



## 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
PP pupils in Y4-6 to make (or exceed better progress in reading and writing	Extra Staff		Unable to comment on impact because of pandemic	

## 7. Additional detail

We have used a large percentage of additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions in Y6 (51% pp), Y5 (63% pp) and Y4 (51% pp). This enables us to follow up learning with individuals and small groups when a need has been identified. We do this through 2 extra teachers allowing for smaller teaching groups in Y5 and Y6. In addition to the extra teaching, we have funded exciting educational visits enabling all students to take part.

Year group	Number of PP pupils	Percentage of PP pupils
6	27/53	51%
5	36/57	63%
4	31/60	51%
3	28/60	46.6%
2	27/55	49%
1	24/53	45%
Reception	21/44	47.7%

Increase in number of pupils who are both EAL and PP and high proportion in Y4, 5 and 6 where there has been most pupil mobility in these year groups.

### Context Group Summary

Key Stage 1 & 2 | All Pupil Premium Pupils | EAL Pupils

#### Report Description:

This report shows the number and percentage of pupils in each contextual group recorded within OTrack.

Context Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 1 & 2 Total
Cohort	8	8	8	12	12	12	60

This shows an overspend, which this year, Governors have agreed to utilise part of the carry forward from previous year to fund additional staff.