

Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us

Pupil Premium Strategy Statement 2019/2020

1. Summary information					
School	Our Lady of Perpetual Succour Catholic Primary School				
Academic Year	2019/2020	Total PP budget	£58,080	Date of most recent PP Review	Feb 2019
Total number of pupils	209	No. of pupils eligible for PP	44 (21%)	Date for next internal review of this strategy	July 2020

2. Current attainment							
EYFS (GLD)							
2018 % Pupils (Dis – 5 children) achieving GLD in Early Years			80% compared with 71% non dis, 72% All (Nat 72%)				
2019 % Pupils (Dis – 3 children) achieving GLD in Early Years			0% compared with 78% non dis, 70% all (awaiting national figures)				
KS1 – (Phonics)							
2018 % pupils (Dis – 9 children) achieving standard in Phonics at Yr. 1			89% compared with 86% non dis, 87% all (Nat 83%)				
2019 % pupils (Dis- 6 children) achieving standard in Phonics at Yr. 1			83% compared with 96% non dis, 93% all (Nat 82%)				
KS1 – (Year 2)							
2018 % Pupils (Dis – 7 children) achieving in KS1	KS1	2018 Exp+		2018 GD		Nat Exp+	Nat GD
		Dis	All	Dis	All	All	All
	Reading	57%	80%	0%	23%	75%	26%
	Writing	57%	70%	0%	7%	70%	16%
	Maths	71%	87%	0%	17%	76%	22%
2019 % Pupils (Dis- 10 children) achieving in KS1	KS1	2019 Exp+		2019 GD		Nat Exp+	Nat GD
		Dis	All	Dis	All	All	All
	Reading	90%	80%	20%	27%	75%	25%
	Writing	80%	73%	10%	7%	69%	15%
	Maths	90%	83%	20%	20%	76%	22%

KS2 (End of Key Stage)							
End of Key Stage 2 2018 - 10 dis. children	KS2	2018 Exp+		2018 GD		Nat Exp+	Nat GD
		Dis	All	Dis	All	All	All
	R/W/M	70%	68%	20%	16%	64%	10%
	Reading	90%	81%	30%	35%	75%	28%
	Writing	80%	77%	20%	23%	78%	20%
	Maths	70%	71%	20%	29%	76%	24%
	GPS	50%	68%	20%	35%	78%	34%
End of Key Stage 2 2019 – 10 dis. children. (Provisional data)	KS2	2019 Exp+		2019 GD		Nat Exp+	Nat GD
		Dis	All	Dis	All	All	All
	R/W/M	60%	77%	10%	16%	65%	11%
	Reading	70%	84%	10%	29%	73%	27%
	Writing	60%	77%	20%	29%	79%	20%
	Maths	60%	87%	10%	32%	79%	27%
	GPS	70%	87%	30%	45%	78%	36%
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	Limited access to language and poor literacy skills.						
B	Building resilience and self-regulation of their own learning; understanding their role and responsibility in overcoming their barriers to learning.						
C	Lack of independence (historic) due to over scaffolding / adult support – independence/ challenge/ expectations.						
External barriers (issues which also require action outside of school, such as low attendance rates)							
D	Preventing children becoming disaffected; individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional well-being difficulties.						
4. Desired outcomes (Desired outcomes and how they will be measured)				Success Criteria			
A	To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers			The percentage of disadvantaged pupils will achieve their GLD in line with their peers.			
B.	To diminish the difference in RWM at KS2 between disadvantaged pupils and their peers at both the expected standard and greater depth.			The gap between disadvantaged pupils and their peers, achieving the expected standard and greater depth in R, W and M will have narrowed against 2019 results. (see table above)			
C	Improve attendance and punctuality of PP pupils			Attendance of disadvantaged pupils will be closer to 96.5% (School Target) and in line with their peers			

5. Planned expenditure						
Academic Year	2019/2020					
The three headings below enable Our Lady of Perpetual Succour Catholic Primary School to demonstrate how they are using Pupil Premium Grant to improve pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen/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 raise the % of Pupil Premium achieving GLD at the end of EYFS to diminish the difference from the cohort. Demonstrating skills that they are Year 1 ready.	Personalised targeted intervention of children highlighted ‘at risk’.	Sutton Trust – Quality First teaching.	Staff training	PMc, HD, MC, AH, CC	Termly through the monitoring cycle and data analysis.	
To raise the % of Pupil Premium children achieving ARE and GD in RWM at the EOKS2.	Additional teacher support in Year 6.	Analysis of data/ outcomes will inform planning and provision for PP children.	Lesson Observations		Analysis of data using O Track.	Termly Pupil Progress meetings - Using both NFER results alongside Teacher assessments.
	Quality first teaching and tracking of Pupil Premium attainment and progress.	Pupil Progress meetings will ensure that children’s progress and attainment is tracked effectively.	Analysis of impact of interventions.		Regular opportunities for staff to share feedback on individual pupils.	Feedback to Governors.
	Implementation of pre and post teaching. (Maths)	The impact of any interventions are closely measured and amended as necessary.	Performance Management.		Termly review of deployment of staff.	Performance management reviews.
		All children, no matter what their background, should be entitled to access education;				

	<p>Further embed Read, write, inc across EYFS, KS1.</p> <p>Intervention groups will be planned for appropriately and will aim to reduce any gap between the attainment of PP children and their peers.</p> <p>Provision mapping will be used to ensure Pupil Premium children are monitored effectively.</p> <p>Employment of an additional teacher to enable subject specific lessons to smaller groups.</p>	their primary needs must be met each day.	Achievement Team meetings		
Targeted budgeted cost					£35,000
Targeted support					
Desired outcome	Chosen/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 raise the % of Pupil Premium achieving GLD at the end of EYFS to diminish the difference from the cohort. Demonstrating skills that they are Year 1 ready.	<p>Bespoke curriculum days for identified children to attend.</p> <p>New resources sourced, shared and demonstrated.</p>	Children respond positively to additional personal attention during lesson time and during interventions groups – this improves their engagement, attainment and develops their	Half termly tracking and monitoring will ensure that children are grouped, resourced and planned for appropriately.	PMc, SMT, Subject leaders.	<p>Half termly monitoring</p> <p>Termly Pupil Progress meetings - Using both NFER results alongside Teacher assessments.</p>

To raise the % of Pupil Premium children achieving ARE and GD in RWM at the EOKS2.	<p>Staff training and CPD to stretch and challenge children within the subjects they lead.</p> <p>Precision teaching and pre and post learning sessions.</p> <p>Specific after school clubs for targeted pupils.</p>	<p>confidence. Individual difficulties are addressed in small groups.</p> <p>Pupil questionnaires.</p>	<p>Progress will be monitored half termly and children will be assessed and regrouped where necessary.</p> <p>Provision mapping of appropriate resources.</p>		
Reduce/support persistent absenteeism for Pupil Premium children. Pupil Premium absence rates to be in line with their peers.	<p>First day response.</p> <p>Increase the importance of Attendance and punctuality, both being reported on Newsletters.</p> <p>Celebrate weekly in Friday's assembly /Collective Worship.</p> <p>Half termly attendance incentives</p> <p>Analysis of attendance/ punctuality.</p> <p>Meetings with parents/carers to</p>	<p>Daily engagement with parents and offering support ensures that children are safe and in school.</p> <p>Aiding families that experience difficulties will assist children being in school on time.</p> <p>The provision of a wider curriculum develops self-motivation and engagement.</p> <p>Families need to be identified early on in the school year so that they can be practically supported in improving attendance / punctuality. Awareness of the importance of attendance will be heightened.</p>	<p>HT to monitor attendance/punctuality, meet with parents/carers and invite into EWO meeting (when necessary)</p> <p>Pupil Premium attendance will improve. Monitoring should see an increase in % term on term.</p>	<p>PMc</p> <p>EWO</p>	<p>Monthly basis and half termly with the EWO.</p> <p>Analysis of attendance and comparisons made against previous terms data. Report produced for EWO.</p>

	support where needed. Home visits. EWO support Pay for breakfast club for Pupil Premium children.				
Targeted budgeted cost					£12,000
Other approaches					
Desired outcome	Chosen/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 parental skills to enable them to support their children in order that pupils achieve their potential	Parental workshops EYFS/ Phonics, Reading, Maths, Science and Health.	Good relationships between school and home result in improved chances for pupils. Parents of Pupil Premium children for English and Maths will be targeted.	Parental evaluation surveys/ Parent view Progress and attainment in English and Maths will improve for Pupil Premium children.	CC JdB HD	Half termly monitoring
Develop Nurture principles and approaches across school to provide learning environments and a growth mind set culture of 'can do', resilience and empowerment.	Develop a Growth Mindset approach across school TAs to attend ELSA training.	Pupils develop strategies to enable resilience, self-motivation and life skills. Improvement in children's attainment and progress.	Interventions/ records monitored by SENDCo. Pupil Progress meetings. Positive feedback from parents/pupils and staff.	AH	Half termly monitoring.
To remove barriers to improve academic outcomes for Pupil Premium children.	A reduction in payments for school trips and residential. To provide children with enriched	Children will be more motivated and engaged in their learning through enriching their opportunities, thereby improving their attainment and progress.	Provision mapping. Pupil questionnaire/ voice. Pupil Progress meetings	MQ, SMT	Half termly monitoring.

	opportunities to extend their understanding of the curriculum. E.g. French teacher, artists, poet, sports coaches.				
Targeted budgeted cost					£ 11,080