

# Our Lady of Perpetual Succour Catholic Primary School

*We learn to love everyone as Jesus loves us*

## 1. Pupil Premium Grant Review of Expenditure 2018/2019

Academic Year	2018/2019																																																		
Quality of teaching for all																																																			
Desired outcome	Chosen/approach	Impact: were the success criteria met?					Lessons learned: will this approach strategy continue?			Cost																																									
To raise the % of Pupil Premium achieving both ARE and GD at the end of KS1 in reading, writing and maths.  To raise the % of Pupil Premium children achieving ARE and GD in SPAG and GD in reading, writing and maths at the EOKS2.	Quality first teaching and tracking of Pupil Premium attainment and progress.	The % of Pupil Premium children at the EOKS1 achieving both the expected standard and greater depth increased in reading, writing and maths. <table><tr><td></td><td colspan="3">Expected</td><td colspan="3">Greater Depth</td></tr><tr><td>18</td><td>19</td><td></td><td>18</td><td>19</td><td></td></tr><tr><td>R</td><td>57%</td><td>90%</td><td>↑</td><td>0%</td><td>20%</td><td>↑</td></tr><tr><td>W</td><td>57%</td><td>80%</td><td>↑</td><td>0%</td><td>10%</td><td>↑</td></tr><tr><td>M</td><td>71%</td><td>90%</td><td>↑</td><td>0%</td><td>20%</td><td>↑</td></tr></table>						Expected			Greater Depth			18	19		18	19		R	57%	90%	↑	0%	20%	↑	W	57%	80%	↑	0%	10%	↑	M	71%	90%	↑	0%	20%	↑	The employment of an additional teacher to enable subject specific lessons to smaller groups has not only had significant impact for Pupil Premium children but all children. – to be retained.  The delivery of Read, Write Inc in EYFS and KS1 has had a significant impact – to be retained.			£33,000							
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Implementation of pre and post teaching. (Maths)																																																			
	Further embed Read, write, inc across EYFS, KS1 and introduce Fresh Start into KS2.	Whilst the % of Pupil Premium children increased at both the expected standard and greater depth in SPAG, it did not increase in reading, writing and maths. However, once you disaggregate the 3 Pupil Premium children who are also SEN, then there was an increase in all subjects at the expected standard and at greater depth in writing and SPAG. <table><tr><td></td><td colspan="3">Expected</td><td colspan="3">Greater Depth</td></tr><tr><td>18</td><td>19</td><td></td><td>18</td><td>19</td><td></td></tr><tr><td>R</td><td>90%</td><td>70%</td><td>↓</td><td>30%</td><td>10%</td><td>↓</td></tr><tr><td>W</td><td>80%</td><td>60%</td><td>↓</td><td>20%</td><td>20%</td><td>↓</td></tr><tr><td>M</td><td>70%</td><td>60%</td><td>↓</td><td>20%</td><td>10%</td><td>↓</td></tr><tr><td>Sp</td><td>50%</td><td>70%</td><td>↑</td><td>20%</td><td>30%</td><td>↑</td></tr></table>						Expected			Greater Depth			18	19		18	19		R	90%	70%	↓	30%	10%	↓	W	80%	60%	↓	20%	20%	↓	M	70%	60%	↓	20%	10%	↓	Sp	50%	70%	↑	20%	30%	↑				
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Intervention groups will be planned for appropriately and will aim to reduce any gap between the attainment of PP children and their peers.																																																			
	Provision mapping will be used to ensure Pupil																																																		

	<p>Premium children are monitored effectively.</p> <p>Employment of an additional teacher to enable subject specific lessons to smaller groups.</p>	<p>The table below depicts the data with the 3 SEND &amp; Pupil Premium children removed.</p> <table><tr><th rowspan="2"></th><th colspan="3">Expected</th><th colspan="3">Greater Depth</th></tr><tr><th>18</th><th>19</th><th></th><th>18</th><th>19</th><th></th></tr><tr><td>R</td><td>90%</td><td>100%</td><td>↑</td><td>30%</td><td>14%</td><td>↓</td></tr><tr><td>W</td><td>80%</td><td>86%</td><td>↑</td><td>20%</td><td>29%</td><td>↑</td></tr><tr><td>M</td><td>70%</td><td>86%</td><td>↑</td><td>20%</td><td>14%</td><td>↓</td></tr><tr><td>Sp</td><td>50%</td><td>100%</td><td>↑</td><td>20%</td><td>43%</td><td>↑</td></tr></table> <p>The introduction of R.W. Inc in to KS1 has also seen a positive impact on the Phonics results in 2019. They have been the highest ever at 93%.</p> <p>Analysis of data for all year groups has shown that overall: 73% of Pupil Premium children are working at the expected standard in reading, 69% in writing and 75% in maths.</p> <p>Progress is measured year on year throughout the school except for Year 6 when progress is measured from End of Key Stage 1 to the end of Key Stage 2.</p> <p>Analysis of progress shows that all Pupil Premium groups have made at least if not better than expected progress across the year in reading, writing and maths.</p>		Expected			Greater Depth			18	19		18	19		R	90%	100%	↑	30%	14%	↓	W	80%	86%	↑	20%	29%	↑	M	70%	86%	↑	20%	14%	↓	Sp	50%	100%	↑	20%	43%	↑		
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#### Targeted support

Desired outcome	Chosen/approach	Impact: were the success criteria met?	Lessons learned: will this approach strategy continue?	Cost
To raise the % of Pupil Premium children achieving GD standard in line with all other pupils by the end of KS2,	Bespoke curriculum days for identified children to attend.	<p>See EOKS2 tables above.</p> <p>At the EOKS2 the % of Pupil premium children achieving GD in Writing and SPAG increased from 2018 results and is in line with all other</p>	The employment of an additional teacher to enable subject specific lessons to smaller groups has not only had significant impact for Pupil Premium children but all children. – to be retained.	£12,500

in all subjects across the curriculum	<p>New resources sourced, shared and demonstrated.</p> <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>pupils in writing and SPAG, but not reading and maths.</p> <p>Analysis of all year group data for 2018-2019 shows % of all Pupil Premium children achieving Greater Depth standard in reading, writing and maths has decreased from their previous year.</p>	<p>Closer tracking and monitoring of summative data alongside formative assessments to ensure barriers to learning are targeted efficiently and effectively through quality first teaching and learning.</p> <p>Training of staff Maths Mastery to improve the teaching and learning of Maths Mastery across the school- to be continued.</p> <p>Greater scrutiny and data management of pupils eligible for Pupil premium has enabled smarter more robust targets and interventions.</p> <p>Inwardly mobile Pupil Premium children to be baselined on arrival and interventions put into place.</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>Overall the Pupil Premium children's attendance was above the school attendance target for the year at 97.1% (School target 96.5%). On further analysis just over half of the children met the school target with attendance ranging from 99.7% to 96.6%. Therefore, further work still needs to be done on the remaining pupils who failed to meet the target.</p>	<p>To monitor more closely those children whose attendance falls below the school target or close to it.</p> <p>Attendance leaflet and disseminate to parents at the start of the academic year, so that they are aware that attendance will be monitored closely and home visits carried out if necessary.</p> <p>EWO SLA- has a positive impact on attendance, as the majority of parents work to improve their child's attendance – to be retained.</p>	£1500

	<p>Analysis of attendance/punctuality.</p> <p>Meetings with parents/carers to support where needed.</p> <p>Home visits.</p> <p>EWO support</p>			
<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen/approach</b>	<b>Impact: were the success criteria met?</b>	<b>Lessons learned: will this approach strategy continue?</b>	<b>Cost</b>
To improve parental skills to enable them to support their children in order that pupils achieve their potential	Parental workshops EYFS/ Phonics, Reading, Maths.	Parents attended phonics (Read, write inc.) workshop, Reading and Maths workshop, as well as a Science workshop.	Whilst the reading and maths workshop had some parents attend, it did not have as many as the phonics and science workshops. However, this is something that we will retain, and work on to further improve parental involvement.	£500
Develop Nurture principles and approaches across school to provide learning environments and a culture of 'can do', resilience and empowerment.	<p>Develop a Nurture room.</p> <p>TAs to attend ELSA training.</p>	<p>Nurture room has been developed and children attend SEAL interventions.</p> <p>Halton were unable to deliver ELSA training and it has been postponed until 2019-2020 academic year.</p>	<p>Nurture room is a 'haven' for children – to be developed further.</p> <p>ELSA training to be delivered.</p>	<p>£5,000</p> <p>(£4,000 to be spent in 19/20 as course was cancelled)</p>
To remove barriers to improve academic outcomes for Pupil Premium children.	A reduction in payments for school trips and residential.	<p>Year 4 children attended Hawse End residential and Year 6 Plas Menai.</p> <p>School Visited the Brindley theatre for the annual Panto.</p>	Continue to seek inspirational visitors, opportunities to enrich the curriculum and the learning.	£9,340

	<p>To provide children with enriched opportunities to extend their understanding of the curriculum. E.g. French teacher, artists, poet, sports coaches.</p>	<p>French teacher delivered French lesson in KS2 and After school French clubs.</p> <p>After school Gymnastics club.</p> <p>Artist Faith Bebbington came to work with more-able artists.</p> <p>Sports coaches delivered after school Fitness club for children and parents.</p> <p>Levi Tefari, delivered poetry assembly and workshops.</p> <p>School visit from the tallest man in Britain Paul Sturgess, to deliver an assembly and workshops, inspiring children to be proud of their differences.</p> <p>Several themed weeks delivered supported by a range of visitors: Life Unit, Police, Local Vet, Fire Brigade...</p>		
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#### Additional supporting information

Actions based on research:

The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches at Our Lady's that have a track record of success. A wide variety of strategies are employed to tackle 'the opportunity gap' in education and to raise attainment for the children from disadvantaged backgrounds.

For example:

- rigorous monitoring and use of data;
- deploying staff and resources effectively;
- employing intervention programmes;
- raising pupil aspirations using engagement/aspiration programmes;
- focussing on pupils' attitudes to learning;
- engaging parents / carers;

- providing family learning;
- developing social and emotional competencies;
- supporting school transitions;
- using Reading Buddies to give peer support / assistance;
- one-to-one tutoring by volunteers, particularly in reading.

Undoubtedly, the quality of teaching delivers the greatest improvements in learning outcomes for all pupils, including those from deprived backgrounds. The most powerful approaches are well-specified, well-supported and well-implemented programmes of work, incorporating extensive continuing professional development that is often delivered within the school context. Early intervention is effective on entry into school and specific tutoring of individuals / groups by teachers and Teaching Assistants builds confidence, fills gaps in learning and consolidates.

The setting of pupils in two ability groups for English and mathematics in Year 6 enables teachers to match work more closely to pupils' needs, which means that it is highly focused. There is more sustained engagement in the lower attaining groups (which are often smaller in number) and more intensive feedback to reduce the attainment gap.

The school adopts a variety of synchronised approaches, long-term, planned and co-ordinated provision to enable all children to experience success and achieve their potential. Various studies (for example, The Sutton Trust) have considered and evaluated different strategies, and although useful, as it explains it is a "supplement rather than a substitute for professional judgement". Undoubtedly, strategies are successful when confident, well-trained adults use programmes that meet the needs of individual pupils and circumstances of the school.