

Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady and All Saints Catholic Primary School				
Academic Year	2018-19	Total PP budget	£9540	Date of most recent PP Review	July 2018
Total number of pupils	97	Number of pupils eligible for PP	8 (7 PP + 1 service child)	Date for next internal review of this strategy	Jan 2019

2. Current attainment (from end of academic year 2017-2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at expected standard in reading, writing and maths (combined)	12.5% (1 of 8 pupils)	64%
% working at expected standard in reading	37.5% (3 of 8 pupils)	75%
% working at expected standard in writing	25% (2 of 8 pupils)	78%
% working at expected standard in maths	25% (2 of 8 pupils)	76%
Current Progress (from autumn term assessment 2018-19)		
% working at expected standard in reading	100% (8 of 8 pupils)	
% working at expected standard in writing	75% (6 of 8 pupils)	
% working at expected standard in maths	100% (8 of 8 pupils)	
** Of the 8 pupils in receipt of Pupil Premium funding, 37.5% (3 children) joined us in during the last academic year.		

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)*

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| A. | Lower than expected starting points leading to poor reading, language and mathematical skills |
| B. | Lower self-esteem leading to closed mind-set and low expectations |
| C. | Little or no support at home with learning/reading/homework |
| D. | Limited access to a range of experiences, including social and educational activities |

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

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| E. | Arriving at school under prepared and resourced |
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Through high quality teaching and targeted intervention, as well as ongoing teacher assessment and termly formal assessment, the attainment and progress of pupils eligible for Pupil Premium in reading, writing and mathematics will improve.	Narrowed gap between attainment and progress of pupils eligible for Pupil Premium and their peers in reading, writing and mathematics.
B.	By careful monitoring of access to out of school clubs and trips, pupils eligible for Pupil Premium will have access to a range of social, cultural and sporting experiences, visits and activities which will be subsidised where necessary.	Access to a range of social, cultural and sporting experiences, visits and activities where there is no discrepancy in uptake between those eligible for PP and those who are not. 100% of PP pupils attend trips and residential trips. Confidence and self-esteem increased from experiencing and succeeding in a range of experiences
C.	Pupils eligible for Pupil Premium will be fully prepared for the school day.	PP pupils able to access all aspects of school life by being fully prepared for the school day with access to school uniform, PE kits and any resources required for the school day.
D.	Through extended / rearranged parents' evenings, additional text messaging or alternate methods of communication and personal invites to school events, parents of pupils eligible for Pupil Premium will have a better understanding of how to support their children.	No discrepancy between pupils eligible for Pupil Premium and their peers in completing homework. 100% attendance at parents' evenings of parents of pupils eligible for Pupil Premium.

5. Planned expenditure

Academic year 2018-19 (£9540)

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?
For all pupils to make expected or exceeded progress from their starting points in reading, writing and mathematics.	<p>Ensure all teaching is at least good with the majority outstanding</p> <p>Misconceptions identified early and addressed through quality feedback</p> <p>Small class size in Reception</p> <p>Teaching Assistants used effectively to deliver high quality in class support and targeted intervention for identified pupils.</p> <p>Adult to pupil ratio in KS1 higher than in other classes to support early intervention</p> <p>Additional support (from Headteacher) in UKS2</p> <p>The performance of PP pupils to be linked to Performance Management</p>	<p>Evidence from Education Endowment Trust shows that quality first teaching, high quality feedback, smaller class sizes, early intervention in early years and small group support are an effective way to improve attainment and progress.</p> <p>Smaller class sizes means that disadvantaged pupils can access more of the teacher's and teaching assistant's time so that their learning needs can be specifically addressed.</p> <p>Additional adults means pre-planned intervention groups can take place and also ad-hoc according to need.</p>	<p>Leadership from Headteacher and Assistant Headteacher</p> <p>The school monitoring cycle will continuously evaluate provision.</p> <p>Subject leaders look at their subjects and the impact on pupil attainment and progress throughout the year.</p> <p>Attainment and progress data shared with governors. This also includes the Assessment and SEN schedule.</p> <p>Tracking of groups using Lancashire tracker.</p>	Headteacher / assessment leader / subject leaders / class teachers	Termly following assessments and then finally in July 2019
Total budgeted cost					£8,000

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?
Raised self-esteem and confidence of pupils. 100% of pupils eligible for Pupil Premium attend or engage in enriching learning opportunities within the wider school curriculum including trips, visits and out of school clubs.	Targeted and individualised financial support for pupils eligible for Pupil Premium to ensure attendance on school trips and visits.	Our rationale is to provide a rich and inclusive curriculum where all children are valued and have the opportunity to find and develop their strengths and build on these in all areas of learning. Relationships and positive experiences of learning and self are key in engaging pupils in learning and enabling them to engage in school and learning effectively.	Monitored by Headteacher alongside School Bursar	Headteacher	July 2019
Total budgeted cost					£800
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?
More able children targeted to ensure they reach greater depth by the end of Key Stage 2 in Mathematics (who school priority)	Targeted group taught by specialist teacher for one hour per week in autumn and spring term.	Evidence from Education Endowment Trust shows that quality first teaching, smaller class sizes and small group support are an effective way to improve attainment and progress.	Monitored by Headteacher and Assistant Headteacher	Headteacher	July 2019

		This targeted support for high attaining pupils in turn allows the class teacher and teaching assistant(s) to focus their time on those pupils who may be struggling and those children eligible for Pupil Premium.			
Total budgeted cost					£700

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
The gap between pupils in receipt of Pupil Premium and their peers will have decreased	<p>1/ Targeted intervention to be delivered based on regular assessment for learning</p> <p>2/ Volunteer readers to target PPG pupils to ensure regular reading</p> <p>3/ Small group work used to allow additional feedback to PPG children</p> <p>4/ Professional development opportunities provided for staff aimed at increasing attainment and accelerating progress</p> <p>5/ Reducing the size of Class 4 thus improving opportunities for effective Assessment for Learning (AfL) and accelerating progress</p>	<p>Reducing the size of Class 4 had a positive impact. At Key Stage 2 in 2018, proportions of pupils attaining the expected standard and above were well above local and national standards in reading, writing, grammar spelling and punctuation (GPS) and in mathematics with 100% attaining at least the expected standard or above. Percentages attaining the higher standard were exceptionally high in reading (68.8%), writing (56.3%), GPS (75%) which is more than double local and national averages. Above average percentages attained the higher standard in mathematics (31%). Consequently, for all subjects combined, 100% of pupils achieved this measure at the expected standard against a national average of 64%. At the higher standard for combined attainment, 25% attained this standard which again is more than double local (9.1%) and national (10%) averages. Average scaled scores were well above local and national average scores. Progress scores demonstrate that pupils did significantly better than those nationally in reading and writing, and better in mathematics although not significantly so. This is a much stronger profile overall than previous years, particularly in mathematics following a dip in 2017.</p> <p>Across the rest of the school, the majority of pupils in receipt of Pupil Premium made at least expected progress with some exceeding their school targets in Reading and Maths. Half of the identified pupils made at least expected progress with some exceeding their school targets in Writing. Those children who did not make expected progress made at least 2 terms progress.</p>	<p>Attainment and progress at the end of KS2 was particularly pleasing.</p> <p>Progress was pleasing in reading and maths, however there is further work to do with writing.</p> <p>The gap between pupils in receipt of Pupil Premium and their peers needs to decrease further and will be an ongoing target in the academic year 2018-19.</p> <p>Increased opportunities to allow intervention or small group support for targeted pupils to be carried out by class teachers.</p> <p>Carefully monitor the progress of identified pupils throughout the assessment cycle and ensure targeted intervention and support is planned and implemented.</p>	£8,000

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
PPG pupils will have access to a range of social, cultural and sporting experiences, visits and activities	1/PPG pupils to be offered subsidised school trips 2/PPG pupils to be offered free after school activities 3/ PPG pupils to be transported to sporting events etc.	<ul style="list-style-type: none"> Identified pupils are well behaved, happy and ready to learn. During the academic year, Pupil Premium finding was used to pay for one child to attend the end of KS2 residential trip to Tower Wood. Funds were also used to pay for children eligible for Pupil Premium funding to access after school clubs. 5 of the 7 pupils who were in receipt of funding benefited from this support. The remaining 2 children did not take up places in after school clubs. 	This approach was a success and we will continue to use Pupil Premium funds to address the same desired outcome in the next academic year.	£1,000
<p>Of the 8 pupils in receipt of Pupil Premium funding, 37.5% (3 children) joined us in the last academic year.</p> <p>Update January 2019: In the autumn term of 2018</p> <ul style="list-style-type: none"> - 100% made at least expected progress in reading - 75% made at least expected progress in writing - 100% made at least expected progress in maths 				