

Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Perpetual Help Primary School				
Academic Year	2018-2019	Total PP budget	£58,380 (Financial year) Academic (7/12 = 34055 + 19,250) = £51,105	Date of most recent PP Review	September 2018
		Early Years P.P	£1400		
Total number of pupils	136	Number of pupils eligible for PP	38 (Y1-Y6) 8 (F2) 3 (Nursery)	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National benchmark</i>
EYFS % of pupils achieving GLD in Listening and Attention	67%	77.7%
Y1 Phonics Screening % of pupils meeting the standard	80% (4/5 pupils)	83%
KS1 Reading % of pupils meeting the expected standard	75%	76%
KS1 Writing % of pupils meeting the expected standard	75%	70%
KS1 Maths % of pupils meeting the expected standard	100%	76%
KS2 Reading % of pupils meeting the expected standard	50%	75%
KS2 Writing % of pupils meeting the expected standard	75%	78%

KS2 Maths % of pupils meeting the expected standard	38%	75%
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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.	Some children are lack resilience and problem solving skills, therefore do not have the skills needed to perform at a Greater Depth standard during KS2 SATs Mathematics tests
B.	Some children are overly reliant on support from adults, as a result they lack independence and do not acquire the skills needed to solve problems and think critically.
C.	Children lack resilience in reading and miss words out that they do not understand instead of reading around a word to discover its meaning.
D.	Listening and attention skills in reception are lower for children eligible for pupil premium than for other pupils. This hinders progress in subsequent years.

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

E.	Attendance rates for pupils eligible for P.P are 95.04 (this is 1.18% below the N-P.P children 96.22%)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS2 Maths - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark from -37% to -8% in KS2 outcomes.	Results in KS2 maths increase to 67% for children eligible for Pupil Premium by July 2019.
B.	KS2 Greater Depth Maths - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 0% to 17% in KS2 outcomes.	Results in KS2 GDS Mathematics increases from 0% to 17% for children eligible for Pupil Premium by July 2019.
C.	KS2 Greater Depth Reading - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 7% so that it is broadly in line with the national benchmark	Results in KS2 GDS reading increases from 7% so that it is in line with the national benchmark.
D.	EYFS Listening and Attention - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark by 20% in GLD outcomes.	Results in EYFS Speaking increase by 20% for children eligible for Pupil Premium by July 2018.
E.	Improved attendance and punctuality rates for pupils eligible for P.P	Overall Pupil Premium attendance improves from 95.04% to 96.1%

5. Planned expenditure					
Academic year	2018-2019				
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?
KS2 Maths - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark from -37% to -8% in KS2 outcomes.	<p>Math mastery training for all members of staff.</p> <p>CPD from maths lead to update staff on changes and new strategies e.g. mixed-aged planning.</p> <p>Adopt a whole-school approach for mastery with bespoke resources.</p> <p>Class teachers to hold a maths meeting (Maths Party) daily to embed key concepts.</p> <p>Class display changed frequently to scaffold learning</p> <p>Pre-teach sessions to ensure children are able to access new learning.</p> <p>Regular maths homework to consolidate skills taught in class.</p> <p>Observe other teachers within school to see best practice.</p>	<p>Maintained gap between P.P children and N-P.P children.</p> <p>Test analysis shows that children need to be able to able their skills to a variety of different mathematical scenarios.</p> <p>Arithmetic analysis shows that children found questions difficult is they were presented in a way that they weren't familiar with.</p>	<p>Link with SLE to support with implementation and addressing any issues arising.</p> <p>Regular monitoring to ensure teaching and learning is of the best quality e.g. Book Looks, pupil interviews etc.</p> <p>Cover e.g. supply in place so that teachers can be released to access CPD.</p> <p>Regular assessments to ensure progress is being made by P.P children</p> <p>Lesson observations to assess P.P provision.</p>	<p>Maths lead + P.P lead</p>	<p>End of Autumn 2 and Spring 2</p>

<p>KS2 Greater Depth Maths - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 0% to 17% in KS2 outcomes.</p>	<p>Depth task for children who have been successful during the lesson.</p> <p>Deepen task provided on the marking stickers.</p> <p>Extension activities for children to access that include old level 6 materials.</p>	<p>Not enough children regularly achieving GDS by the end of KS2. 17% equates to 3 children.</p>	<p>Regular monitoring to ensure teaching and learning is challenging the pupils.</p> <p>Regular assessments to ensure progress is being made by more-able P.P children</p> <p>Lesson observations to assess the level of challenge within sessions.</p>	<p>Maths lead + P.P lead</p>	<p>End of Autumn 2 and Spring 2</p>
<p>KS2 Greater Depth Reading - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 7% to 17% in KS2 outcomes.</p>	<p>English Mastery training</p> <p>Daily exposure to high quality texts.</p> <p>Developing growth mind-set through staff training, 'Every child can achieve!'</p> <p>Depth reading challenges in place for more- able P.P pupils.</p>	<p>Not enough children regularly achieving GDS by the end of KS2. Target of 17% equates to 3 children.</p> <p>GAP analysis of previous years' papers shows that children's unfamiliarity with vocabulary is a barrier to their understanding.</p>	<p>Regular monitoring to ensure teaching and learning is challenging the pupils.</p> <p>Regular assessments to ensure progress is being made by more-able P.P children</p> <p>Lesson observations to assess the level of challenge within sessions.</p> <p>All teaching staff to receive the English mastery training.</p> <p>Link with SLE to support with implementation of English Mastery and addressing any issues arising.</p>	<p>Literacy lead + P.P lead</p>	<p>End of Autumn 2 and Spring 2</p>
<p>EYFS Listening and Attention - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark by 20% in GLD outcomes.</p>	<p>Planning provides lots of opportunities for speaking and listening activities.</p> <p>Outside providers to visit school to give the children a range of learning experiences.</p> <p>Visit to another setting that has better than national listening and attention outcomes (CPD)</p> <p>Roots of Empathy programme</p>	<p>Listening and attention outcomes preventing children from achieving overall GLD.</p> <p>Lack of listening and attention skills impacts on other areas of the EYFS curriculum.</p>	<p>Regular monitoring to ensure provision for pupils in Foundation Stage is of a consistently high quality.</p> <p>Regular assessments to ensure progress is being made by P.P children in Listening and attention.</p> <p>Lesson observations to assess the level of engagement within sessions.</p> <p>Monitoring of learning journals to ensure assessments continue to be accurate.</p>	<p>P.P lead+ EYFS lead</p>	<p>End of Autumn 2 and Spring 2</p>

Improved attendance and punctuality rates for pupils eligible for P.P	<p>Ensure that there is a fun and engaging curriculum for all children.</p> <p>Provide enrichment activities and rewards.</p> <p>Termly educational visits for all classes.</p>	When children enjoy school, they are more likely to attend.	<p>Curriculum audit to monitor coverage.</p> <p>Themed weeks to have taken place.</p> <p>Dojo Dash days.</p> <p>Pupil interviews to gage children's enjoyment of the curriculum</p>	Curriculum lead	Autumn 2 and Summer 2
Total budgeted cost					£7223
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?
KS2 Maths - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark from -37% to -8% in KS2 outcomes.	<p>Y6 Interventions with HLTA during pm sessions. These sessions will include pre-learning, consolidating areas already covered in class, times tables and arithmetic practice.</p> <p>General TAs in KS2 maths lessons to work specifically with P.P pupils</p> <p>Pm interventions for Y3, Y4 and Y5 focusing on basic skills.</p> <p>After school booster for Y6 P.P</p> <p>Same day interventions for any P.P children that are struggling – pm session</p> <p>Pre-teach activities for P.P with gaps in their learning – pm session</p>	<p>Children need to be equipped with the skills needed to keep up with their peers</p> <p>Gaps need to be addressed as they are preventing children from making accelerated progress.</p> <p>Children need to develop fluency skills to enable them to sufficiently access reasoning and problem solving activities.</p>	<p>Provision maps to track when and where the P.P children are receiving intervention, pre-teaching or same day intervention.</p> <p>Drop-ins on intervention sessions to ensure they are of a consistently high quality.</p> <p>Close tracking of these intervention groups to ensure accelerated progress is being made.</p>	PP lead + maths lead	On a half termly basis

<p>KS2 Greater Depth Maths - Narrow the gap between Pupil Premium pupils who attain greater depth and national. Increase GDS from 0% to 17% in KS2 outcomes.</p>	<p>Breakfast club booster sessions for more able P.P</p> <p>Y6 Interventions with HLTA during pm sessions – focusing on level 6 materials, investigations, reasoning and problem solving.</p> <p>Pm interventions for Y3, Y4 and Y5 focusing on reasoning and problem solving.</p>	<p>Children need more practise at using and applying the skills they have acquired in unfamiliar contexts.</p> <p>Children need to develop resilience to see a problem through to the end e.g. trial and improvement.</p>	<p>Provision maps to track when and where the P.P children are receiving intervention, pre-teaching or same day intervention.</p> <p>Drop-ins on intervention sessions to ensure they are of a consistently high quality.</p> <p>Close tracking of these intervention groups to ensure accelerated progress is being made.</p>	<p>PP lead and maths lead</p>	<p>On a half- termly basis</p>
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KS2 Greater Depth Reading - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 7% to 17% in KS2 outcomes.	Y6 reading interventions with booster teacher Pm interventions for Y3, Y4 and Y5 focusing on vocabulary skills. General TAs in KS2 to work specifically with more able P.P pupils doing reciprocal reading sessions.	GAP analysis showed that unfamiliar language prevented the children achieving GDS in KS2 SATs.	Provision maps to track when and where the P.P children are receiving intervention. Drop-ins on intervention sessions to ensure they are of a consistently high quality. Close tracking of these intervention groups to ensure accelerated progress is being made.	Literacy lead + PP lead	On a half- termly basis
EYFS Listening and Attention - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark by 20% in GLD outcomes.	Talk Blast – intervention programme to be delivered in class to identified P.P children. Targeted support from an additional adult 1 full afternoon per week	Listening and attention outcomes preventing children from achieving overall GLD. Lack of listening and attention skills impacts on other areas of the EYFS curriculum.	Provision maps to track when and where the P.P children are receiving intervention. Drop-ins on intervention sessions to ensure they are of a consistently high quality. Close tracking of these intervention groups to ensure accelerated progress is being made.	PP lead and EYFS lead	On a half-termly basis
Improved attendance and punctuality rates for pupils eligible for P.P	Learning mentor support. Free access to Breakfast Club	Learning mentor to run 'Happy to be me' programme to overcome emotional barriers to learning. Reduce the number of lates.	Pre-programme questionnaire and then a post programme questionnaire	SLT	Autumn 2 and then Spring 2
Total budgeted cost					£34865.32
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?
KS2 Maths - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark from - 37% to -8% in	Purchase Maths Mastery materials Children to have access to 'Grab bags' so they can use concrete and pictorial resources.	High quality resources that have built in reasoning and problem solving activities. Children have access to new maths resources so they have appropriate scaffolds in place to help them to make accelerated	Maths lead to do an audit of maths resources for each class and then order new equipment List of items that should be included in grab bags given to each member of staff.	Maths lead	Autumn 2

KS2 outcomes.		progress.			
KS2 Greater Depth Maths - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 0% to 17% in KS2 outcomes.	More able Maths day at Castle Hills Primary school.	Children have attended Able Maths days annually and they have made an impact, particularly in resilience and trial and improvement activities. Helps children to develop a love of maths.	1 off event. Lead adult to take notes during the day and share with the class teacher.	Maths lead	After visit has taken place (November)
KS2 Greater Depth Reading - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 7% to 17% in KS2 outcomes.	Doncaster Book Awards reading materials to challenge and excite the more able P.P readers	School were involved in the Doncaster Book Awards last year. The children reviewed the books. This impacted on P.P results, they have a scaled score of 103 (better than non- P.P children).	Class teachers to ensure materials are being used and the books are reviewed. Once books have been used this year, they will be added to our school library collection.	Literacy lead	End of each term.
EYFS Listening and Attention - Narrow the gap between pupils eligible for Pupil Premium and the national benchmark by 20% in GLD outcomes.	Listening and attention resources for EYFS e.g. Small world resources that are open ended, construction activities and new role-play equipment. Use of Virtual Reality so that children have exciting experiences.	Children have even more opportunities to maintain focus and attention whilst playing with their peers, accessing new resources. Virtual reality used to enhance the children's topics.	Drop in sessions to monitor how the children are accessing both continuous and enhanced provision in Foundation Stage. Tracking to monitor progress of Listening and Attention strand.	SLT	On a termly basis.
Improved attendance and punctuality rates for pupils eligible for P.P	Dojo Dash celebrations General attendance initiatives Enrichment (gardening) Redmond centre RDash Pastoral support	Children rewarded for good attendance. Children don't want to have time off school because they will miss enjoyable experiences. Children to develop empathy skills and enjoyment. Attendance officer has time	Regular reviews of P.P attendance. Letters and meetings for parents who need additional support	Attendance officer	On a half-termly basis.

	Attendance officer release and training	dedicated to improving P.P attendance.			
Total budgeted cost					£9173

Targeted support	Identified pupil premium children	What will they be doing?	Success Criteria	Expected impact
Narrow the attainment gap for P.P children in maths	N B (Y6) F K (Y6) R Kn (Y6) S P H (Y6) AB (Y5) SE (Y5) RGW (Y5) LMH (Y5) SM (Y5) CM (Y5) NT (Y5) CT (Y5) LB (Y4) Female DF (Y4) EH (Y4) VR (Y4) ST (Y4) BGW (Y3) WK (Y3) APH (Y3)	<u>Y6</u> Booster sessions with Mrs O'M. Use gaps from baseline assessments to set targets for these children and plan lessons accordingly. Same day interventions Pre-teach <u>Y3,4 and 5</u> Same day interventions in class for the children who have not achieved the desired learning outcome during the lesson. This will be identified as 'Practice' on the children's marking sticker. Pre-teach sessions to ensure the children are ready for new learning and can 'keep up'.	Booster sessions to take place at least twice weekly. Children practise the skills that are holding them back. Children's basic calculation skills are embedded. Children are fluent.	Improvement can be seen in Arithmetic assessments Children more frequently being moved onto 'Deepen' on their maths marking stickers.
Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark.	LB (Y6) DMB (Y6) NO (Y5) TR (Y5)	Breakfast booster club for Y6 pupils Booster sessions with TAs for Y3/4/5 – pm sessions. Boosters with HLTA using old level 6	Interventions are regular and well attended. At least 2 sessions per week per child.	Children achieve 110 scaled scores on assessments. Children regularly completing deepen activities during maths lessons.

	KK (Y4) DS (y4) LB (Y4) Male BGW (Y3)	materials, investigations and activities that require problem solving.		Accelerated progress is made.
KS2 Greater Depth Reading - Narrow the gap between pupils eligible for Pupil Premium who attain greater depth and the national benchmark. Increase GDS from 7% to 17% in KS2 outcomes.	LB (Y6) DMB (Y6) RGW (Y5) AB (Y5) CM (Y5) CT (Y5) DS (Y4) KK (Y4) LB (Y4) Male BGW (Y3) APH (Y3)	Booster sessions with booster teacher for Y6 pupils. Booster sessions with TAs for Y3/4/5 – pm sessions. Boosters with HLTA am sessions for Y6	Interventions are regular and well attended. At least 2 sessions per week per child. Children’s vocabulary is developed.	Children achieve 110 scaled scores on assessments. Children regularly completing deepen activities during reading lessons. Accelerated progress is made.
EYFS Narrow the gap between pupils eligible for Pupil Premium and the national benchmark	AG (F2) DH (F2) LL (F2) LM (F2) ST (F2) AH (F2) XR (F2) FPH (F2)	Talk Blast intervention with class teacher or TA	Interventions are regular and well attended. At least 2 sessions per week per child.	Children’s listening and attention skills increase.

6. Review of expenditure				
Previous Academic Year		This will be reviewed Summer 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
N/A				N/A
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
N/A				N/A
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
N/A				N/A

7. Additional detail

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

SEE BELOW FOR COSTINGS

Aspect	Calculations	Cost	Focus of Outcome
Maths Mastery training	$£175 \times 7$	£1,225.00	Quality of teaching for all
Release for maths lead to attend CPD	$£175 \times 3$	£525.00	Quality teaching for all
English Mastery training	$£175 \times 6$	£1,050.00	Quality teaching for all
Access to high quality texts	$£285 + £411 + £195$	£891.00	Quality teaching for all
Release for literacy lead to attend CPD	$£175 \times 3$	£525.00	Quality teaching for all
Outside provider visits to EYFS to enhance the curriculum	$£100 \times 5$	£500.00	Quality teaching for all
EYFS staff release to visit other settings with high listening and attention outcomes.	$£175 \times 2 + £96 \times 2$	£542	Quality teaching for all
Roots of empathy programme	£565.00	£565.00	Quality teaching for all
Classes to provide enrichment activities and rewards.	£500	£500	Quality teaching for all
Termly educational visits for all classes	£60 per trip \times 3 times a year \times 5 classes	£900	Quality teaching for all
Year 6 HLTA Interventions maths	$3 \times £12 \times 39 \text{ weeks}$	£1,404.00	Targeted support
Year 6 HLTA More able interventions maths	$2 \times £12 \times 39 \text{ weeks}$	£936.00	Targeted support
Breakfast Club booster session for more able PP maths	$\frac{1}{2} \text{ hr} \times £12 \times 39 \text{ weeks}$	£234.00	Targeted support
After school booster for PP maths	$\frac{3}{4} \text{ hr} \times £12 \times 39 \text{ weeks}$	£351.00	Targeted support
Y3 afternoon intervention maths	$1.25 \text{ hr} \times 4 \times £12 \times 39 \text{ weeks}$	£2,340.00	Targeted support
PM interventions for Yr 4/5 maths	$2.5 \text{ hr} \times £12 \times 39 \text{ weeks}$	£1,170.00	Targeted Support
KS2 TA class support during maths lessons for PP children	$6.25 * £12 * 39 \text{ Weeks}$ (Y3) $6.25 * £12 * 39 \text{ weeks}$ (Y4/5) $6.25 * £12 * 39 \text{ weeks}$ (Y5/6)	£8,775.00	Targeted Support

Y6 more able reading interventions with qualified teacher	8445.06 / 3	£2,815.02	Targeted Support
KS2 TA class support during reading lessons for PP children	2.5 * £12 * 39 Weeks (Y3) 2.5 * £12 * 39 weeks (Y4/5) 2.5 * £12 * 39 weeks (Y5/6)	£3,510.00	Targeted Support
Y3 afternoon intervention reading	1.25hr x 4 x £12 x 39 weeks	£2,340.00	Targeted Support
PM interventions for Yr 4/5 reading	2.5hr x £12 x 39 weeks	£1,170.00	Targeted Support
Talk Blast intervention Training and Resources	£450	£450.00	Targeted Support
Additional EYFS adult for listening and attention intervention	2.5 x £12 x 39 weeks	£1,170	Targeted Support
Learning Mentor Support	6.5 x £13 x 39 weeks	£3,295.50	Targeted Support
Free access to breakfast club	7 children per day	£2,564.80	Targeted Support
KS2 same day intervention	5 x £12 x 39 weeks	£2,340.00	Targeted Support
More Able Maths days - Castle Hills	£35 x 4	£140.00	Other initiatives
Maths mastery materials	£2,550.00	£2,550.00	Other initiatives
Listening and attention resources for EYFS	£500.00	£500.00	Other initiatives
General attendance initiatives	£600.00	£600.00	Other initiatives
Maths 'grab bags' resources	£460	£460	Other initiatives
Dojo dash celebrations	6 x £150	£900	Other initiatives
Beanstalk Reading programme	£647	£647	Other initiatives
Doncaster Book Awards reading materials	£100	£100	Other initiatives
Enrichment gardening	£601.77 + £427.00	£1,428.77	Other initiatives
Redmond Centre RDash project	1.5 x £13 x 39 1.5 x £12 x 39	£760.50 £702	Other initiatives
Attendance officer release and training	£10 x 3.5hrs x 11 months	£385	Other initiatives
	Total PP budget = (£51105+ 1400) £52505 Total spent = £51261.59 Remaining = £1243.41		

Pupil premium results 2018

KS1 ARE	Reading	Writing	Maths
Pupil premium	3/4	3/4	4/4
	75%	75%	100%
National benchmark	76%	70%	76%

KS1 GD	Reading	Writing	Maths
Pupil premium	2/4	0/4	1/4
	50%	0%	25%
National benchmark	26%	16%	22%

Phonics = 80% (4/5 pupils)

National = 83%

Foundation Stage (8 children)

Reading 50% and national = 63%

Writing 50% and national = 59.3%

Number 88% and national = 66.9%

Speaking 88% and national = 77.2%

Y6 ARE	Reading	Writing	Maths
ARE	50%	75%	38%
National benchmark	75%	78%	75%
GD	13%	13%	0%
National benchmark	28%	20%	23%