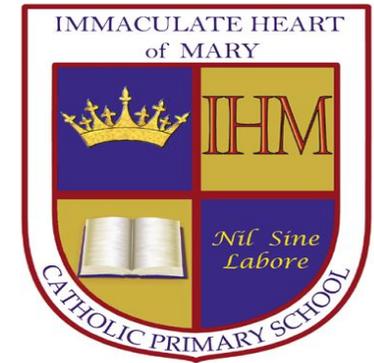


Immaculate Heart of Mary CPS

Pupil Premium Strategy 2018-19



Introduction: **what is the pupil premium?**

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- ✕✕ children who have been eligible for free school meals at any point in the last six years
- ✕✕ children who have been looked after continuously for more than six months
- ✕✕ children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, if teachers attend continuous professional development, all pupils benefit; if we invest in a resource for the classroom, lots of children enjoy the activity. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school or additional tuition out of school.

In the next few pages, you will find:

- ✕✕ **Pupil Premium Strategy 2018-19 Overview**: this is a summary of how we will invest to make sure pupils have the best possible outcomes
- ✕✕ **Pupil Premium Strategy 2018-19 Detail**: this provides more detail of how we will invest the funding

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

Contact us if you'd like to know more about how we use pupil premium in school.

Previous strategies and evaluations are also available.

Pupil Premium Strategy 2018-19 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

total number of pupils eligible for pupil premium (deprivation) :			42 x £1320 = £55,440 total
number of pupils eligible for pupil premium (other):			8 x £2300 = 18,400
total pupil premium allocation:			£73, 840
next review of pupil premium strategy: (colour-coded notes used for review / outcomes; below, right hand column)			Dec 18, March 19, July 19,
What	Description and detail	Proportion paid using PP	Amount
Total staffing	Evidence shows that targeted, structured support from teaching assistants (TAs) can have a positive impact. 'Teaching assistants can improve literacy and numeracy skills when they are deployed well.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw Teaching and learning time across the week totals approximately 25 hours. We have 287 hours of TA support per week. Across the week, 5% (minimum) of TA time is to support and challenge disadvantaged pupils. This allocation equates to about 1.5 hours a week support, of which some will be dedicated one to one support from a teaching assistant. Information from Education Endowment Foundation shows that those involved in individualised instruction or small group tuition on average make +3 to +4 months' extra progress. https://goo.gl/TC3rzP	5%	£13,838
	In addition, we invest in 1.5 days support from a Counsellor from Catholic Care to provide social and emotional support for a range of pupils and parents. Education Endowment Foundation: +4 months' progress (social and emotional support)	100%	£12,492
Speech and Language	We invest in one full day of Speech and Language Therapist support to provide targeted support to children and training for TAs who may also deliver Speech and Language Therapy. Education Endowment Foundation: +5 months' progress (oral language intervention)	50%	£2600
Reading	First News reading and discussion group. We subscribe to First News for a group of our children. They meet with an adult to read the newspaper and discuss events. The copy is then theirs to take home.	100%	£540
	Libaray group – children taken to visit the local library. Given the opportunity to choose books and read together.	100%	£240
	Primary Partnership with Leeds Grand theatre Education Endowment Foundation: +5 months' progress (reading comprehension strategies); +3 months' progress (parental involvement)	100%	£2000
Enrichment activities	Music tuition is available to all PP children who wish to participate.	100%	£413 purchase of instruments. £1350 tuition
	After-school sports activities paid for. Education Endowment Foundation +2 months progress	100%	£216

	Y3&4 Residential subsidies		£2000
Family support	<p>We provide breakfast and after-school club care for pupils who require this support.</p> <p>On the Education Endowment Foundation toolkit, there is limited evidence around the impact on learning of providing breakfast and a mid-morning snack. However, elsewhere, there is much evidence.</p> <p>https://goo.gl/pz7TbJ https://goo.gl/aGUuHa Education Endowment Foundation: +2 months' progress (extending the school day) Education Endowment Foundation evidence: 4 months' extra progress (social and emotional learning).</p>	100%	<p>£2730 breakfast club.</p> <p>£12,285 after-school club</p>
Total			

Pupil Premium Strategy 2018-19 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths. Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

Specific nature of investment	Rationale/aims	How will we measure impact?	Review and outcomes.																																																																																				
We plan to invest the pupil premium funding in the following :	The aim of the intervention is :	We will measure impact through...	What were the outcomes? What conclusions can we make? Will we continue with this support?																																																																																				
Supporting individual pupils. <i>Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</i>																																																																																							
Provide one to one interventions for individuals where appropriate.	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. <i>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	<table border="1"> <thead> <tr> <th>READING</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>% Below</td> <td>55.6</td> <td>9</td> <td>25</td> <td>16.7</td> <td>25</td> <td>22.2</td> </tr> <tr> <td>% At (D2 or above)</td> <td>44</td> <td>72</td> <td>80</td> <td>83.3</td> <td>75</td> <td>77.8</td> </tr> <tr> <td>% Above</td> <td>22.2</td> <td>18</td> <td>0</td> <td>16.7</td> <td>25</td> <td>33.3</td> </tr> <tr> <th>WRITING</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> <tr> <td>% Below</td> <td>66.7</td> <td>9</td> <td>40</td> <td>83.3</td> <td>50</td> <td>14.3</td> </tr> <tr> <td>% At (D2 or above)</td> <td>33.3</td> <td>54.4</td> <td>60</td> <td>16.7</td> <td>50</td> <td>85.7</td> </tr> <tr> <td>% Above</td> <td>0</td> <td>9</td> <td>20</td> <td>16.7</td> <td>25</td> <td>42.8</td> </tr> <tr> <th>MATHS</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> <tr> <td>% Below</td> <td>66.7</td> <td>54.3</td> <td>0</td> <td>50</td> <td>62.5</td> <td>33.3</td> </tr> <tr> <td>% At (D2 or above)</td> <td>33.3</td> <td>41.6</td> <td>100</td> <td>50</td> <td>37.5</td> <td>66.7</td> </tr> <tr> <td>% Above</td> <td>11.1</td> <td>9</td> <td>0</td> <td>16.7</td> <td>28.5</td> <td>11.1</td> </tr> </tbody> </table>	READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	% Below	55.6	9	25	16.7	25	22.2	% At (D2 or above)	44	72	80	83.3	75	77.8	% Above	22.2	18	0	16.7	25	33.3	WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	% Below	66.7	9	40	83.3	50	14.3	% At (D2 or above)	33.3	54.4	60	16.7	50	85.7	% Above	0	9	20	16.7	25	42.8	MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	% Below	66.7	54.3	0	50	62.5	33.3	% At (D2 or above)	33.3	41.6	100	50	37.5	66.7	% Above	11.1	9	0	16.7	28.5	11.1
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Catholic Care support & One-to-one mentoring.	To ensure that social and emotional needs are met to the best of our ability and barrier to learning is minimised.	Attainment and progress. Feedback from CC counsellor. Feedback from children on support received.	Support ensuring that a number of our PP children are happy and achieving in school despite issues outside of school.																																																																																				
Supporting speaking, listening, reading and writing. <i>Research shows that disadvantages pupils may be more likely to have delayed language skills and a more limited vocabulary. Pupils might be less likely to read at home and therefore develop higher order comprehension skills.</i>																																																																																							
Speech and Language therapist	To provide opportunities for pupils to communicate, develop language skills and confidence. To provide targeted support to children with any specific language issues.	Assessments done by SLT. Staff feedback on improved children's confidence and contribution to lessons.																																																																																					

Targeted reading and writing interventions.	To ensure that specific gaps in learning are identified and addressed. <i>EEF research shows that small group tuition adds 4 months progress.</i>	Assessment data demonstrated progress. Pupil progress meeting information shows children's progress and next steps for provision and interventions. Provision maps show interventions planned.	
First News Club (y5&6)	To promote the use of language in social contexts so that children develop confidence and ability to discuss in a range of contexts.	Pupil feedback / teacher feedback regarding confidence in class and contributions	"I like it because I find lots of interesting things in the newspaper." "I like it because we read about something new." "I like the newspaper group because I learn new stuff and see what is happening around the world."
Debating programme (y5)	To promote confidence in communicating with an audience. To develop language skills.	Improved confidence and communication – feedback from children and staff.	To begin January
Library group	To develop a love of reading and engagement with texts which in the longer term will increase attainment. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Increased attainment and progress in reading. Children's feedback on what they have read and enjoyed.	"I like going to the library. There is a wide range of different types of books. I like non-fiction and I always read before I go to sleep." "I didn't used to like reading but I do now and sometimes my grandma takes me to the library too."
Theatre visits and partnership programme	To widen life experiences of our disadvantaged children. To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading (therefore having a positive effect on pupils' cultural development, part of SMSC).	Increased attainment and progress in reading. Children's feedback on what they have seen and enjoyed.	To begin January

Supporting Maths skills.

Disadvantaged pupils may have limited opportunities to use and apply number and mathematical concepts. A 'fear' of Maths amongst pupils and parents/caers could be a significant barrier to this meaning parents/carers do not engage in mathematical talk or speak positively about it.

Same day Maths interventions.	To ensure that specific gaps in learning are identified and addressed. <i>EEF research shows that small group tuition adds 4 months progress.</i>	Assessment data demonstrated progress. Pupil progress meeting information shows children's progress and next steps for provision and interventions. Provision maps show interventions planned.	MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			% Below	66.7	54.3	0	50	62.5	33.3
			% At (D2 or above)	33.3	41.6	100	50	37.5	66.7
			% Above	11.1	9	0	16.7	28.5	11.1

Supporting learning in other subjects.

Limited life experiences sometimes impacts on the way our disadvantaged children approach their learning. The characteristics of effective learning (resilience, independence, motivation, confidence etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.

Music tuition and instruments.	To develop confidence, memory, dexterity and enjoyment in our disadvantaged children.	Pupil confidence and progress in music evident in performances. Pupil feedback on enjoyment. Staff feedback on progress – external assessments.	Children making good progress learning instruments.
Extra-curricular activities.	To ensure that our disadvantaged children have access to and partake in a range of different activities to build confidence, engagement and therefore attainment.	Assessments in PE Pupil feedback on enjoyment. Staff feedback on progress – external assessments.	"I have really enjoyed golf with Coach Dan at lunchtimes. It was my first time. I now watch golf on T.V. to practice my technique. I also do Street Dance on a Friday, which I really enjoy." "More sports we don't often do in school like American Football with the coaches. I like the coach's warm up and having to remember to the order of the cones to touch. I like setting my own mini challenges."
Subsidised school trips (including residential)	To ensure that all pupils access the full curriculum we offer and benefit from enhancements to those. To build friendships, teamwork, independence and resilience when being away from home. Providing new experiences and discovering new skills.	Assessments in all curriculum areas. Discussions with class teacher. Pupil discussions around school trips and curriculum enhancements.	5 educational activities (3 out of school, 2 in school) provided for Rec, Y1, Y5, Y6. All PP able to access these opportunities.
Supporting learning at home.			
<i>In some circumstances we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although this is rare in our school.</i>			
Attendance monitoring	To ensure that poor attendance is not a barrier to learning and achievement.	Attendance figures.	Whole school attendance 98.1% (to end Nov) PP attendance 96.6%. Some medical issues among PP. Three families closely monitored.
Additional parent meetings	To maintain strong relationships with parents of our disadvantaged pupils; enabling school staff to address any needs they may have and ensure that parents and carers are able to provide learning support to their children.	Feedback from parents. Written evidence of meetings/ workshops.	
Supporting social and emotional aspects of learning.			
<i>At IHOM, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems</i>			
Catholic Care Subsidised school trips.	As above.		
Breakfast and afterschool club provision	Provide opportunities for children to socialize with their peers. Develop social skills, communication and develop own interests.	Children's engagement in class. Monitoring of children's behavior and friendships.	Improved attendance and punctuality for a number of PP children.
Targeted interventions focused on PSED.	To provide opportunities for children to develop their social skills and discuss aspects that they find difficult. Improved confidence and attitude to learning.	Attainment across the curriculum. Behaviour records and feedback. Pupil discussions.	CPOMS evidence shows no behavior incidents with PP children.
George Fouchet – Dare toaspire	To provide mentoring and coaching in children's own perceptions and beliefs of themselves. Challenging any negative preconceptions and developing positive ideas.	Improved behaviour, confidence and learning behaviours. Baseline and exit assessments done as part of programme.	Heightened awareness of ten key characteristics of own personality. Assessments show children's shift in understanding and presentation of dreams and aspirations.

