

Pupil Premium Strategy Statement for St. Richard's RC Primary School 2019-2020

Summary Information

Academic Year	2019/2020	Total PP budget	£209,429	Date of most recent PP Review	October 2019
Total number of pupils	422 excl. nursery	Number of pupils eligible for PP	150 pupils	Date for next internal review of this strategy	July 2020

Attainment at the end of KS2 for the academic year 2018/2019 – EXPECTED LEVEL+

	<i>Pupils eligible for PP (our school)</i>	<i>Others (our school)</i>	<i>Others Nationally</i>
% of pupils reaching the Expected Level + in reading, writing and maths	85%	81%	70%
% of pupils reaching the Expected Level + in reading	85%	88%	80%
% of pupils reaching the Expected Level + in writing	85%	85%	83%
% of pupils reaching the Expected Level + in maths	88%	96%	81%
% of pupils reaching the Expected Level + in EGPS	88%	96%	82%

Attainment at the end of KS2 for the academic year 2018/2019 – HIGHER LEVEL (Greater Depth Standard)

	<i>Pupils eligible for PP (our school)</i>	<i>Others (our school)</i>	<i>Others Nationally</i>
% of pupils reaching the Higher Level in reading, writing and maths	15%	23%	12%
% of pupils reaching the Higher Level in reading	21%	42%	33%
% of pupils reaching the Higher Level in writing	26%	23%	24%
% of pupils reaching the Higher Level in maths	41%	58%	28%
% of pupils reaching the Higher Level in EGPS	82%	85%	39%

Attainment at the end of KS1 for the academic year 2018/2019 – EXPECTED LEVEL+			
	<i>Pupils eligible for PP (our school)</i>	<i>Others (our school)</i>	<i>Others Nationally</i>
% of pupils reaching the Expected Level + in reading, writing and maths	79%	66%	
% of pupils reaching the Expected Level + in reading	79%	78%	79%
% of pupils reaching the Expected Level + in writing	79%	68%	74%
% of pupils reaching the Expected Level + in maths	79%	83%	80%

Attainment at the end of KS1 for the academic year 2018/2019 – HIGHER LEVEL (Greater Depth Standard)			
	<i>Pupils eligible for PP (our school)</i>	<i>Others (our school)</i>	<i>Others Nationally</i>
% of pupils reaching the Higher Level in reading, writing and maths	16%	17%	
% of pupils reaching the Higher Level in reading	26%	27%	29%
% of pupils reaching the Higher Level in writing	16%	20%	18%
% of pupils reaching the Higher Level in maths	37%	22%	25%

1. Barriers to Future Attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	SEND including Speech and Language difficulties	
B.	Social, emotional and communication difficulties including dyslexia	
C.	Language limitations: limited vocabulary & language understanding, which affects reading and writing progress	
External barriers		
D.	Home support/poverty/motivation to learn	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading skills, to further enhance reading progress across the whole school, particularly at the Greater Depth level at the end of KS2. End of Key Stage results, as well as on-going tracking documents, will determine the success.	Improved reading skills evidenced through formative and summative assessments.
B.	Teaching and learning in the foundation subjects is further improved.	Clearly-planned, sequential learning has taken place with progress maximised by all pupils. Evidence in Learning Journeys.
C.	SEND pupils in receipt of the Pupil Premium make good progress in relation to the targets set on their individualised 1 page profiles. For some pupils these are behaviour (social and emotional) targets. Pupils with dyslexia are identified and appropriate support/resources directed towards them.	Targets met and new targets set after each term. Screening carried out, pupils identified and support allocated.
D.	Improved parental engagement to further aid pupil progress.	Improved parental engagement via the school website, Twitter, homework and in-school workshops.

3. Planned Expenditure

Academic year 2019-2020

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?
<p>Our high standards in reading are further improved across school</p>	<p>Teachers to be made fully aware of who their disadvantaged pupils are and their attainment/progress in reading to date.</p> <p>Staff In-Service Training to launch the new reading approach which is:</p> <p>A 5-day approach will be used with a skills focus for 4 days and then an independent reading task on day 5. All recording to be done in a reading journal.</p> <p>Investment in a wide range of reading resource books for teachers</p> <p>Accelerated reading licence for the whole school</p> <p>Wide range of reading books for pupils</p>	<p>According to Ofsted’s ‘The Pupil Premium’, where schools spent the Pupil Premium funding successfully to improve achievement, they:</p> <ul style="list-style-type: none"> understood the importance of ensuring that all day-to-day teaching meets the needs of each learner made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils achieving the highest level <p>EEF – Reading Strategies = low cost and high impact</p>	<p>Whole school approach to be adopted with slight adaptations made for younger pupils.</p> <p>Clear expectations to be set out by the literacy subject leader</p> <p>Lesson observations to be timetabled.</p> <p>Reading journals to be monitored.</p> <p>Class reading records to be monitored.</p>	<p>Literacy Leader</p>	<p>Initial review at the end of the autumn term to determine progress, then July 2020</p>

	<p>CPD opportunities to ensure the best possible teaching is provided</p> <p>Small group intervention for those who require it.</p>				
<p>Improved progress in the foundation subjects through effective planning and sequencing of lessons, with a clear and simple marking key for feedback to pupils.</p>	<p>All teachers to be made fully aware of who their disadvantaged pupils are so they can be monitored closely.</p> <p>Introduce the concept of a 'Learning Journey' for each topic in the foundation subjects. These will outline the sequential learning, with all trips/workshops/cross-curricular learning detailed.</p> <p>Curriculum enrichment for the foundation subjects including workshops, trips, resources and high quality teaching as a result of internal and external CPD.</p>	<p>The EEF Teaching and Learning Toolkit states that effective marking/feedback has high impact for low cost</p> <p>According to Ofsted's 'The Pupil Premium', where schools spent the Pupil Premium funding successfully to improve achievement, they</p> <ul style="list-style-type: none"> • never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils achieving the highest level 	<p>With HT, hold a staff INSET to introduce the new approach in the foundation subjects.</p> <p>Provide a clear overview of expectations</p> <p>Observe lessons</p> <p>Work with subject leaders to ensure continuity and progress</p> <p>Hold termly monitoring sessions to determine the impact of the Learning Journeys</p> <p>Speak with staff and pupils about the impact.</p>	<p>AHT/ Subject Leaders</p>	<p>Initial review in January to determine progress then a review in July 2020.</p>
Total budgeted cost					£34,594

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?
<p>Pupils with SEND receive appropriate support to ensure they progress in line with targets set on their individualised learning plans</p>	<p>Teachers to be fully aware of who their disadvantaged pupils are and know which pupils have additional SEND.</p> <p>SENDco to liaise with teachers to determine needs within each class. 1 page profiles to be created for those who require individualised targets.</p> <p>External agencies to be involved whereby professionals advise on appropriate next steps for individuals</p> <p>Dyslexia Screening to be invested in.</p> <p>1:1 support for those entitled to it, as per their EHCP.</p> <p>Speech & language therapist employed to deliver the Speech Bubble/Talkboost</p>	<p>According to Ofsted's 'The Pupil Premium', where schools spent the Pupil Premium funding successfully to improve achievement, they:</p> <ul style="list-style-type: none"> understood the importance of ensuring that all day-to-day teaching meets the needs of each learner Teachers know how to cater for all ability groups including pupils with individual learning plans 	<p>Monitoring by SENDCo and SLT</p>	<p>Pupils with SEND receive appropriate support to ensure they progress in line with targets set on their individualised learning plans</p>	<p>1 Page Profiles to be reviewed by the SENDCo at the end of each term.</p> <p>Effectiveness of support/ resources to be reviewed termly.</p>

<p>The gap between pupils in receipt of the pupil premium, and those who are not, is narrowed. This gap is more evident at the Greater Depth standard in reading in our school at KS2</p>	<p>Small targeted group reading sessions led by experienced teachers and with specific resources tailored to their needs.</p> <p>In each class, ensure teachers are aware of their disadvantaged pupils and attainment/progress to date.</p>	<p>According to Ofsted’s ‘The Pupil Premium’, where schools spent the Pupil Premium funding successfully to improve achievement, they:</p> <ul style="list-style-type: none"> used the best teachers to lead intervention sessions to raise attainment <p>EEF – Reading Strategies = low cost and high impact</p>	<p>Sessions held consistently and progress monitored.</p>	<p>SLT</p>	<p>July 2020</p>
Total budgeted cost					£258,768
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?
<p>All disadvantaged pupils make the desired progress based on their ability and prior attainment.</p>	<p>Outstanding teaching (to motivate and inspire) as a result of high-quality CPD and the effective deployment of support staff.</p> <p>Highly-trained teaching assistants to support learning in all classrooms, with clear direction on how to help children achieve</p>	<p>According to Ofsted’s ‘The Pupil Premium’, where schools spent the Pupil Premium funding successfully to improve achievement, they:</p> <ul style="list-style-type: none"> made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve 	<p>Through lesson observations and classroom ‘drop-ins’ determine the effectiveness of both the teaching and the role of the teaching assistants in terms of pupil progress and achievement in lessons.</p>	<p>SLT</p>	<p>July 2020</p>

Home links are improved so that parents are fully involved in their child's learning experience.	<p>Parents' evenings held in the autumn and spring terms to discuss progress.</p> <p>Sharing of information/ curriculum on the school website.</p> <p>Twitter to keep parents fully informed about all that is happening in school including trips and workshops.</p> <p>Workshops for parents.</p> <p>Assemblies which parents can attend.</p> <p>Homework</p>	Pupil learning can be enjoyed, consolidated and enhanced	Feedback from workshops	HT and whole staff	July 2020
Total budgeted cost					£12,250
<p>*Total Planned Expenditure = £305,612 which exceeds our allocated PP budget by £96,183.</p>					

Review of Previous Academic Year (2018-2019)

i. Quality of Teaching for All - Impact

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)
Pupil enjoyment is enhanced	Provide enrichment workshops linked to the curriculum for pupils. Hold whole-school learning days to enhance learning and promote fun and enjoyment for all. Trips for all year groups.	Feedback from pupils, and observations made during and after the listed activities, confirm that pupil enjoyment had been enhanced as a result of their participation.	Continue with all of these curriculum enrichment activities. Try to get the younger pupils involved in even more.
Oral language skills are improved in EYFS and KS1	Early Intervention by a SALT, to identify need and put programmes in place. The Speech Bubble Programme has been used	Pupils have benefitted from this early intervention, and staff are more knowledgeable about next steps for pupils.	This approach will be continued, and further built upon by including some teaching staff in the screening process to help determine priority for the SALT/Speech Bubble programme. Waiting times should be reduced.
Improved writing across school	New writing feedback sheets/resources/CPD	Through lesson observations/book monitoring and KS2 teacher assessments for writing, it is clear that there was a positive impact.	Continue with the feedback sheets for pupils and to invest in resources/CPD.

ii. Targeted support - Impact for 2018-2019

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)
<p><u>Pupil Progress</u> Gaps between those in receipt of the pupil premium and those who are not (within school) are closed.</p>	<p><u>KS1</u> Small group lessons were administered to further raise attainment and close gaps in year 2 .Pupils were grouped by ability so their learning needs could be comfortably addressed.</p> <p><u>KS2</u> Small group lessons were administered to further raise attainment and close gaps in year 6. Pupils were grouped by ability so their learning needs could be comfortably addressed.</p> <p>Experienced intervention teachers used.</p> <p>Maths specialist teachers provided additional booster sessions.</p>	<p><u>KS1</u> The disadvantaged pupils outperformed other pupils in school in both reading and writing at the expected standard, and they were only marginally below others in maths and science. In comparison to Others nationally, their attainment was average for every subject at the expected standard. Similarly at the 'Greater Depth' standard, there were no significant gaps between disadvantaged pupils and Others in school. In maths, the disadvantaged cohort significantly outperformed 'others' nationally at Greater Depth.</p> <p><u>KS2</u> Attainment in all subjects at both standards compared very favourably to national Others, being much stronger at both standards in maths and EGPS. Overall, 85% of our disadvantaged pupils achieved the expected standard in RWM, compared to 70% of Others nationally. Their performance broadly matched that of their peers in school with the exception of reading at the higher standard.</p> <p>Reading at the higher standard is a target for next year, as there is a gap between the disadvantaged pupils and others in school, and with others nationally.</p>	<p>PP and Non PP pupils benefitted from the extra staff involved and the ability groups had a positive impact in our setting.</p> <p>Experienced intervention teachers will continue to be used</p> <p>Year 6 teachers/maths specialists will continue to work with specific groups to raise attainment further, particularly amongst more able pupils in receipt of the Pupil Premium.</p>

iv. Other Approaches – Impact for 2018-2019

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)
Improved play at lunchtimes	Sports coach- leading a range of activities outside Senior and middle management on duty, as well as lunchtime organisers	Yes, lots of well-organised, zoned activities are now taking place.	Lunchtimes are working very well and the coach will continue in the next academic year.
More participation in sporting activities/competitions	Clubs/competitions with PE leader/high quality PE lessons	Yes, Gold award achieved in PE, with a key component being pupil participation in intra/inter school competitions	Pupils enjoy sport and attending sporting events. The aim is to maintain the high level of sport in school.