



St Mary's
Catholic Primary School and Nursery

PUPIL PREMIUM STRATEGY STATEMENT 2019 2020

OVERVIEW

Pupils on Roll	600 (January 2019)
Proportion of disadvantaged pupils	13.8%
Pupil Premium Allocation 2018 2019	September 2018 – August 2019 £105,670
Pupil Premium Allocation 2019 2020	September 2019 – March 2020 £58,497
Academic Year for this Strategy Statement	2019 - 2020
Publish Date	December 2019
Review Date	November 2020
Statement Authorised by	Mrs S M Fau-Goodwin
Pupil Premium Lead	Mrs C Wright
Governor Lead	Mrs J Walton

DISADVANTAGED PUPIL PROGRESS SCORES 2018 2019

Measure	Score
Reading	-1.43 (0.71 points less than non-disadvantaged pupils average and 0.81 points less than national disadvantaged average. The gap has widened by 0.17 points since 2016/17)
Writing	-7.54 (2.91 points lower than the non –disadvantaged pupils and 7.80 points lower than national disadvantaged pupils average. The school gap has widened by 6.78 points since 2016/17)
Maths	-4.15 (3.23 points lower than the non –disadvantaged pupils and 3.44 points less than national disadvantaged pupils average. The school gap has narrowed by 0.54 points since 2016/17)

DISADVANTAGED PUPIL PERFORMANCE OVERVIEW 2018 2019

Measure	Score
Meeting Expected Standard at KS2 in Reading	69.2% is 8.4% lower than the non-disadvantaged pupil average and 7.3% more than the national disadvantaged average. The school gap has narrowed by 9.0% since 2016/2017
Meeting Expected Standard at KS2 in Writing	46.2% is 9.1% lower than the non-disadvantaged pupil average and 21.5% less than the national disadvantaged average. The school gap has widened by 35.6% since 2016/2017
Meeting Expected Standard at KS2 in Maths	61.5% is 17.4% lower than the non-disadvantaged pupil average and 5.7% less than the national disadvantaged average. The school gap has narrowed by 28.7% since 2016/2017
Meeting Expected Standard at KS2 All Core Subjects	46.2% which is 5.1% less than the national disadvantage average. The school gap has narrowed by 22.6% since 2016/2017

Achieving Higher Standard at KS2 All Core Subjects	0% which is the same as the non-disadvantaged and 4.7% less than the national disadvantaged average. The school gap has widened by 8.2% since 2016/2017
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STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1 Reading progress	To improve the attainment and progress of disadvantaged pupils in reading
Priority 2 Writing progress	To significantly improve the progress made by disadvantaged pupils in writing
Priority 3 Maths progress	To further improve the progress made by disadvantaged pupils in Maths
Priority 4 Attendance	To improve the attendance and punctuality of disadvantaged pupils ensuring that there are no missed learning opportunities and maximise learning outcomes To ensure that any contextual issues are addressed which may be limiting personal or academic progress/ development
Priority 5 Phonics Check KS1 (EAL pupils)	To address the specific learning needs of EAL pupils in meeting the phonic expectations at KS1. In developing phonic skills, reading and writing progress for EAL pupils will improve
Barriers to learning addressed by these priorities	Access to the next stage of education Self-esteem/ self-worth/ well-being Motivation to succeed Improved communication for EAL pupils
Projected Spending	£51,500

TEACHING PRIORITIES FOR 2019 2020

Aim	Target	Target Date
Progress in Reading	Achieve national average progress scores at end KS2	September 2021
Progress in Writing	Achieve national average progress scores at end KS2	September 2021
Progress in Maths	Achieve national average progress scores at end KS2	September 2021
KS1 EAL Phonics KS1	EAL pupils achieve national average expected standard in phonics at KS1	September 2021
Attendance	Improve attendance of disadvantaged pupils to 98% from currently 93% compared to non-disadvantaged at 96% (September 2018 – August 2019)	September 2021

TARGETED ACADEMIC SUPPORT 2019 2020

Measure	Activity
Priority 1 Reading Progress	Tailored interventions – reading comprehension / inference ECAR 1:1 reading support De-coding Phonic teaching – targeted and additional to class Additional Reading comprehension support Speed Reading Additional Guided Reading session Phonic-linked reading materials Termly monitoring of progress in reading for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed
Priority 2 Writing progress	Continue to embed the Talk for Write strategy Same day Intervention Overlearning – simple sentences Close marking gaps Spelling Shed Small group/ individual support Termly monitoring of progress in writing for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed Individual speech therapy support – oral rehearsal / clarity of thought
Priority 3 Maths progress	Maths intervention groups established Same day Intervention Times table Rockstars Fluency and mastery scheme (Power Maths) Number bonds securely understood Application of number skills Termly monitoring of progress in maths for disadvantaged pupils not on track to meet ARE which in turn identifies need and ensures learning gaps are addressed
Priority 4 Attendance	Establish attendance panel with new EWO and direct work of linked FSW Counselling sessions Termly monitoring of attendance for disadvantaged pupils below 90% Parental contact
Priority 5 Phonics Check KS1 (EAL pupils)	Targeted EAL phonic groups in EYFS and KS1 Phonic linked reading books
Barriers to learning addressed by these priorities	Encourage wider reading – identified area for improvement, particularly reading at home Improve quality of writing - identified area of significant weakness Provide catch up in reading writing and maths to meet ARE Additional support for EAL pupils in phonics at KS1 Improved attendance will improve progress and attainment Improved attendance will improve personal and social development

	Application of skills in reading writing and maths needed for next stage of education Fluency Opportunities for reading widely and for pleasure Vocabulary development Language acquisition Stamina for Reading
Projected Spending	£111,000

WIDER STRATEGIES FOR 2019 2020

Measure	Activity
Priority 1	Financial support for residential visits and wider cultural and learning opportunities
Priority 2	Developing personal, social, health and well-being of disadvantaged pupils to develop sense of ambition and self-worth
Barriers to learning addressed by these priorities	Wider opportunities and access to experiences and activities Further develop self-esteem/ self-confidence / self-worth Preparation for the next stage of education Respect Course Residential Visits Learning Mentor intervention / pastoral support Counselling sessions Music tuition Uniform/ equipment STEM science/ Big Science Visit University SMART
Projected Spending	£6,000

MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Meeting ARE and expected progress scores	Skilled Quality First teaching Targeted Teaching and support Identifying learning gaps; addressing misconceptions
Targeted Support	Support Staff Training	Range of TA CPD for many aspects of reading, writing and maths: Power Maths, Phonics, Spelling, Writing
Wider Strategies	Engaging families in seeing the value and importance of supporting their child's learning and development	Continue with structured conversation strategy and developing positive working relationships with parents

		<p>Continue high level of pastoral support through Learning Mentor</p> <p>Counselling support provided</p> <p>Financial support for activities and residential visits</p> <p>Replacing uniform / equipment</p> <p>Offering wider range of enrichment activities to support curriculum / learning</p> <p>Curriculum designed to develop whole child</p>
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REVIEW 2018 2019

Aim	Action
<p>To ensure progress is good for PP pupils and therefore a greater % of Pupil Premium pupils reach ARE in line with National</p>	<p>Established Pupil Premium provision maps ensuring effective interventions are focused on individual pupil need</p> <p>Maps reviewed and updated half termly</p> <p>Progress data analysed termly – slow progress / learning needs identified and evaluated. Areas for action swiftly addressed</p> <p>Codes used relate directly to PP costings</p> <p>Attendance and punctuality data for PP pupils monitored to see if lost learning / gaps due to absence</p> <p>Impact of interventions are reviewed with class teachers at termly PPMs</p> <p>PP leader and class teachers use data to address underperformance</p> <p>PP leader tracked PP pupils and ensured appropriate timely interventions were in place.</p> <p>Reviewed interventions for impact and outcome each half term</p> <p>Intervention timetables were reviewed and updated each half term</p> <p>Staff deployed to maximize effectiveness</p> <p>LA consultant observed TA interventions with PP pupils across the school</p> <p>Staff coaching (Teachers + TA's) and training planned with sharp focus on: reading, phonics, talk for writing and feedback/ marking</p> <p>Evaluated impact of training the following term and planned areas of future training</p>
<p>To improve progress and attainment for PP pupils in maths</p>	<p>Teaching and learning in maths focussed on effective feedback and directly addressing misconceptions</p> <p>Power Maths (mastery approach) introduced to from Y1-Y6 in September 2018</p> <p>Power Maths reviewed and its impact and outcomes evaluated termly for PP learners</p>

	<p>Impact and outcomes for PP learners in maths monitored in Spring 2019 and Summer 2019 through book scrutiny, lesson observations, pupil voice</p> <p>Additional arithmetic sessions to support PP pupils took place across Year 5 and 6 from Autumn 2018</p> <p>Evaluated effectiveness of 'Times Table Rock Stars' (online programme) for PP learners</p> <p>Termly data analysis was used effectively to identify and address underperformance or slow progress in maths for PP learners</p> <p>PP leader tracked PP pupils in maths and ensured appropriate timely interventions were in place.</p> <p>Staff deployed to maximize effectiveness</p> <p>Reviewed the impact and outcomes of PP interventions through termly PPMs</p> <p>Effective, quality marking and feedback in maths seen impacting directly on progress.</p> <p>The marking and feedback policy was consistently applied</p> <p>Oral and written feedback challenges and extends PP pupils</p> <p>Evidence in maths books of progress, extension and challenge through reasoning/deeper level tasks</p> <p>Increased opportunities to learn and apply times tables</p> <p>SDI (same day intervention) took place for PP pupils where appropriate</p> <p>Evaluated the impact of Maths same day interventions.</p> <p>SIP supported SLT in monitoring and evaluating maths provision in Spring and Summer 2019 visits</p>
<p>To improve progress and attainment for PP pupils in writing</p>	<p>Writing outcomes continue to improve as a result of Talk for Writing strategy</p> <p>PP pupils in both KS1 and KS2 make good progress, i.e. at least 3 points</p> <p>The difference is beginning to diminish between progress and attainment in writing for PP pupils and their peers</p> <p>Book scrutiny compared standards / outcomes achieved in PP books compared with non-PP pupils' writing</p> <p>SLT monitored writing outcomes, scaffolds and quality of marking for PP learners</p> <p>Working walls and effective, consistent marking for editing and improvement of writing was evident and results in PP pupils writing meeting /exceeding ARE. Writing Moderation took place termly across school including PP pupils-samples of writing being collated</p> <p>Formal lesson observations focusing on 'Talk For Writing' took place across the school</p> <p>Monitored the impact of teaching and learning for all children including PP and non-PP pupils in writing and considered the effectiveness of provision. Changes made where appropriate</p>

	<p>Staff coaching and demonstration lessons took place in writing in order to raise standards of teaching and learning and ensure consistency in approach across the school for all pupils. TFW CPD for all TAs lead by English Leader</p>
<p>To increase the % of Reception PP pupils achieving GLD in reading, writing and maths</p>	<p>Ensured high quality maths provision was evident within the EYFS setting; including both indoor and outdoor areas. Ensured 'challenge' opportunities were available for all pupils including PP pupils. Introduced planning approach which will ensure seamless transition into Power Maths in Y1. Introduced aspects of Year 1 'Power Maths' teaching in the Summer 2019 to Reception pupils including PP pupils as part of transition into KS1 Effective use tracking data to plan for PP learning needs to ensure gaps are minimal on transition into Y1. Talk for Writing across the EYFS including story mapping and increased examples of teacher modelled writing supports rapid writing progress for PP learners. Ensured close links to phonics teaching in writing. Daily discrete phonics lessons in Nursery began September 2018. Child initiated writing opportunities in Nursery and Reception increased in both the indoor and outdoor learning environments. EYFS leader monitored Learning Journey evidence and application of phonics skills in writing in Reception. A focus on PP pupils should limit gaps emerging. Additional targeted adult support interventions and oral language development opportunities will support accelerated progress and target PP pupils. WellComm screening and Intervention in Nursery & Reception will focus teaching and planned intervention on any emerging gaps. Helicopter stories in Nursery and Reception should develop progress in communication, speaking and listening by widening and increasing vocabulary and oral confidence. Lunchtime Nurture group from January 2019 for EYFS pupils targeted PP pupils Developed an EYFS gardening area; targeted PP pupils (mindfulness/well-being/ language/ self-confidence/ motor skills)</p>
<p>To improve attendance and punctuality for pupils eligible for PP so that it is in line with their peers</p>	<p>Monitored attendance and punctuality of PP pupils termly and recorded on provision maps Small number of PP pupil's punctuality has been identified as concerning – followed up Staff reinforced the importance of good attendance and punctuality through year group assemblies/ parent meetings</p>

	<p>Certificates awarded at the end of the year celebration assembly</p> <p>Reminders about the importance of attendance and punctuality shared regularly on the Newsletter and website</p> <p>Governor awareness raised through data and governor visits</p> <p>Attendance Letters issued to parents termly</p> <p>Met with parents of persistently late or absent PP pupils – attendance panels to resume when allocated a new EWO Autumn 2019</p> <p>Families supported and action taken when appropriate with Learning Mentor or allocated FSW</p>
<p>To provide opportunities for all pupil premium and inactive children to participate physical activity</p>	<p>Monitored and analysed participation in whole school - clubs/ competitions to ensure balance, access and variety of opportunity for all</p> <p>Provided opportunities for PP and inactive pupils to widen their participation, improve their fitness levels and provide opportunities to develop skills</p> <p>Offered lunchtime fitness based club to encourage PP and inactive children to become active and inspire a commitment to lifelong activity</p> <p>Class surveys established who took part in a club in school and/or out of school. Information to be used to plan for future PP provision</p> <p>Participation levels to be collated and analysed to support future development</p> <p>Collected and analysed PP pupil voice following attendance of the sports focussed afterschool club</p> <p>Lunchtime/ break time sport resources were purchased and deployed for KS2 as a result of pupil feedback</p> <p>An effective strategy to encourage healthy eating is now developing. Examples include; Assemblies - healthy eating information, advice and guidance and establishing an after school Healthy eating club</p> <p>Improved the range of opportunity for participation in sport and activity at lunchtimes and after school across three terms for PP pupils</p> <p>Clubs specifically designed as competition preparation which increased attendance and participation in competitions of PP pupils</p> <p>Further develop use of the Daily Mile to encourage pupils to run as a form of exercise which is sustainable and has great life-long health benefits</p> <p>Plan to install gym equipment around KS2 track to encourage activity, strength and conditioning 2019/2020</p>

<p>To strengthen PP family engagement with school to improve learning outcomes</p>	<p>Greater engagements of Parents- focused on engaging parents through 1:1 meetings in school School took part in Achievement for All Programme from September 2018 Staff took part in structured conversation training which included families of PP pupils. Structured conversation record sheets were completed by teachers with targets and next steps included. Introduction of Tapestry in Reception- focus on parental engagement through regular learning journey updates. PP Pupils benefitted from PP funding for extracurricular and enrichment opportunities including: Sporting after school clubs SMART club (before/after school club and extra reading sessions) Primary Respect Course Year 5 University Visit Enrichment opportunities- interval visits- Zoo Lab/Snugbury's Ice Cream and travelling theatre Chargeable extracurricular provisions free to PP pupils Subsidised/free trips/ Year 4 and Year 6 residential Counselling sessions Music Tuition KS2</p>
<p>Independent External Pupil Premium Review</p>	<p>Summer 2019</p>