

Pupil premium strategy / self-evaluation – 2020-2021

1. Summary information					
School	Our Lady of the Assumption Catholic Primary School				
Academic Year	2020-2021	Total PP budget	£87,425	Date of most recent PP Review	July 2020
Total number of pupils	210	Number of pupils eligible for PP	65	Date for next internal review of this strategy	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	poor oral language and vocabulary skills
B.	poor self-esteem/emotional well-being/life aspirations
C.	poor learning behaviours/resilience/home-learning routines
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	attendance

4. Intended outcomes (<i>specific outcomes and how they will be</i>		Success criteria
A.	Pupil premium pupils who are not on track to achieve ARE in reading, writing or maths will make accelerated progress	<ul style="list-style-type: none"> whole school data indicates that the proportion of pupil premium pupils attaining ARE has increased where pupils have not reached ARE, the gap between attainment and ARE has narrowed

B.	Improved pupil emotional wellbeing leading to greater motivation and engagement in all areas of the curriculum	<ul style="list-style-type: none"> • pupils show greater resilience and motivation • pupils are more engaged in home-learning • pupils are better able to manage their emotions • pupils engage better with all areas of the curriculum as evidenced in books, lesson observations and pupil voice
C.	improved attendance	absence for pupil premium pupils is better than national

5. Review of expenditure

Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Action	Intended outcome	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
Release English and Maths leads to coach staff and lead CPD	Pupils make accelerated progress in maths and English	Coaching of individual staff and staff working together in coaching triads has resulted in greater confidence to deliver Power Maths and engage all learners which has improved outcomes for PP pupils compared to non-pp pupils. Focus on guided reading has had less impact as resources have been an issue. However, outcomes for PP pupils were better than non-PP pupils.	Continue with triad approach to improve teaching and learning. Guided reading to be focus for next year – new resources have been ordered to support	£12,500
Introduce Philosophy for Children	Pupils will develop skills in questioning and debate, which will deepen their understanding of topics	All pupils have been able to access P4C. It has had a very positive impact on PP pupils who would normally struggle to access the curriculum. Pupils have been able to explore ideas and ask questions enabling them to gain a deeper understanding of the subject area.	Continue to embed approach and use to support improved writing outcomes across the curriculum. Encourage children to ask deeper questions across the curriculum, including in maths.	£600

ii. Targeted support				
Action	Intended outcome	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
Time to Talk	Pupils will improve language skills which will enable them to access the curriculum	Pupils are able to access the curriculum due to better language and vocabulary. Pupils are targeted in KS1 and this has reduced the gap between PP pupils and their peers in English and Maths.	Needs to be delivered by someone trained in the approach – will continue dependent on staffing Achievement Assistant to finish training	£15,000
Small group tuition (additional teacher)	Pupils will make accelerated progress in preparation for	Pupils made accelerated progress during Spring term.	Use of small group tuition has been effective – use this approach to support catch-up	£11,600
iii. Other approaches				
Action	Intended outcome	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
Pastoral support and counselling	improved pupil wellbeing resulting in improved engagement and accelerated progress	PP pupils have benefitted from 1:1 pastoral support which has positively impacted on engagement in lessons and attendance. Work on friendships has improved pupil well-being and enabled pupils to focus on learning and hence make accelerated progress. Parents have been supported in getting children into school which has improved on attendance and progress. Pupils better able to regulate their emotions and show great resilience. Access to counselling services (e.g. Time for You, Winston's Wish) have improved pupil well-being.	This support has been key in ensuring pupil well-being and has parents have felt supported – continue. Continue to work with parents to improve behaviour at home and engagement in home-learning.	£42,400

Use of Digital technologies (Times Tables Rockstars)	Improved fluency in maths leading to accelerated progress	<p>Pupils have been more motivated to learn their times tables,</p> <p>Pupils have improved fluency and arithmetic scores have improved on Power Maths assessments.</p>	<p>Need to monitor pupil use across the school and within classes.</p> <p>Ensure all pupils have some time at school to access the technology as not all children have access out of school – identify which pupils these are.</p>	£1,500
Enrichment activities	Improved self-esteem and engagement in learning; improved attendance	<p>Pupils have engaged more in the curriculum as a result of school trips. This has been affordable for parents.</p> <p>Pupils have been able to access extra-curricular activities which has improved their enjoyment of school, their opportunity to try something new and overall engagement in school.</p> <p>Attendance at after school clubs is good and has impacted on overall attendance.</p>	<p>Continue to offer as wide a range as possible at no cost to the children.</p> <p>Monitor attendance of PP pupils and target children to improve up-take.</p>	£23,320
Total cost				£106,920

6. Planned expenditure

Academic year

2020 - 2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
English and Maths leads to coach staff and lead CPD	Pupils make accelerated progress in maths and English	Mastery learning has been shown to accelerate progress; teachers and teaching assistants will be up-skilled in teaching reading, with a focus on guided reading	<ul style="list-style-type: none"> learning walks progress in books pupil voice assessment outcomes 	CN EM	End of each term
Staff to receive training and support in a range of inclusive teaching strategies to improve metacognition and self-regulation (Including Thrive)	<ul style="list-style-type: none"> Accelerated progress Pupils able to regulate their own learning. Pupils are more motivated and resilient, Y6 pupils are better prepared to KS3 	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	<ul style="list-style-type: none"> pupil voice learning walks assessment outcomes progress in books 	JW GH	Termly
Total budgeted cost					£21,155

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Time to Talk	Pupils will improve language skills which will enable them to access the curriculum	Pupils enter OLA with poor language skills. This impacts on their ability to access the curriculum which impacts on progress in reading and writing. Early interventions are shown to have high impact on pupils' progress.	<ul style="list-style-type: none"> Delivered by trained Time to Talk Achievement Assistant evidence of progress of pupils 	SP (0.5)	End of each term
Small group tuition	Pupils will make accelerated progress in following school closure due to COVID 19	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs results in accelerated progress. Group size needs to be 6 or less.	<ul style="list-style-type: none"> evidence of accelerated progress evidence of progress in books pupil voice 	EM	Half termly
Total budgeted cost					£21,620
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Access to pastoral support and counselling	improved pupil wellbeing resulting in improved engagement and accelerated progress	Pupils who have low self-esteem and are not able to manage their emotions effectively struggle to engage fully with learning. Pupils with complex emotional needs will be given the opportunity to access a trained counsellor to explore their emotions	<ul style="list-style-type: none"> • observations of pupils in class • behaviour records (CPoms) • pupils' progress 	GL	at the end of each term
Support with attendance	improved attendance	Some pupils are missing valuable learning due to poor attendance.	<ul style="list-style-type: none"> • attendance reports 	GL	termly
Use of Digital technologies (Times Tables Rockstars, Century Tech, Numbots, Clicker 8)	Improved fluency in maths leading to accelerated progress Gaps in learning are identified and filled.	Pupils engage with digital technologies and this will enable them to gain fluency in times tables which is a key skill which impacts on different areas of maths. Century Tech enables personalised learning and filling of gaps.	<ul style="list-style-type: none"> • data from TTRS • times tables tests • regular access to TTRS • performance on Century Tech • assessment outcomes 	EM JW	half termly
Enrichment activities	Improved self-esteem and engagement in learning; improved attendance	Pupils who struggle with academic subjects will be given the opportunity to excel in other areas. Pupils will have access to engaging activities which will motivate pupils. Pupils will be fully engaged in the school curriculum and attendance will improve.	<ul style="list-style-type: none"> • pupil voice • participation of pp pupils in enrichment activities after school 	GH/JW	at the end of each term

Outdoor learning (Dol-y-Moch/Alton Castle)	Improved self-confidence leading to better engagement in learning and accelerated progress.	Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	<ul style="list-style-type: none"> • pupil voice • learning walks 	JW/LM	following the visit
Total budgeted cost					£44,650