

Pupil premium strategy / self-evaluation

1. Summary information					
School	Our Lady of the Assumption Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£106,920	Date of most recent PP Review	July 2019
Total number of pupils	210	Number of pupils eligible for PP	81	Date for next internal review of this strategy	December 2019

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	65%	71%
% making expected progress in reading (as measured in the school)	67%	
% making expected progress in writing (as measured in the school)	67%	
% making expected progress in mathematics (as measured in the school)	71%	

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 skills
B.	poor vocabulary skills
C.	poor self-esteem/emotional well-being/life aspirations
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 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		2018-2019		
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
additional teacher	LAC and PP pupils targeted for small group teaching	pupils made accelerated progress and achieved higher levels of attainment		£10,000
non-teaching Deputy	Coaching and mentoring of class teachers to improve teaching Monitoring pupil progress Supporting PP with small group Maths	the availability of the Deputy to support teaching and learning improved outcomes as teachers were better skilled and targeted pupils received high quality teaching	Use of available staff to support in reading and writing as well as maths	£33,600 inc on-costs – pensions etc
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

Counselling	pupils able to access Relate and Time for You resulting in improved emotional wellbeing	pupils able to explore issues in a safe environment; pupils emotional wellbeing improved and pupils better able to engage with learning	make more widely available to address behaviour issues	£500
Booster Sessions	LAC and PP pupils targeted for small group teaching in preparation for KS2 SATS	pupils made accelerated progress and achieved higher levels of attainment		£7350

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	to raise confidence of vulnerable pupils, enable learners to be more independent and access the curriculum more effectively, developing life-long learners.	pupils feel safe in school; pupils know that they can talk to a trusted adult in school; improved wellbeing on pupils leading to great engagement in the curriculum	work supporting families has greatly benefitted the emotional wellbeing of pupils which has impacted positively on progress	£41,000
Enrichment activities	opportunities to disadvantaged pupils to access experiences that might otherwise be unavailable; to enable PP to benefit from activities which will increase confidence and self-esteem	pupils more fully engaged with all areas of the curriculum improved self-esteem children able to identify areas of strength e.g. in IT, sport, the Arts	more targeted identification of pupils	£19,300

Protective Behaviours	Vulnerable pupils feel safer in school and the wider community; pupils feel less anxious and more able to deal with situations	greater confidence in pupils has improved emotional wellbeing and improved engagement in learning		£750
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Total cost				£112,500
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6. Planned expenditure

Academic year	2019 - 2020
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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?
Release 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

Introduce Philosophy for Children	Pupils will develop skills in questioning and debate, which will deepen their understanding of topics	Philosophy for Children involves group discussions about ethical or philosophical topics, such as fairness and truth. The discussions are designed to encourage children to ask questions, construct arguments and engage in reasoned debate. Research evidence indicates that pupils make accelerated progress in reading and maths.	<ul style="list-style-type: none"> • training for staff (3 twilight sessions) delivered by trained P4C teacher • learning walks • pupil voice • assessment outcomes 	RA	End of each term
Total budgeted cost					£17,195
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 (additional teacher)	Pupils will make accelerated progress in preparation for KS2 SATs	Pupils will receive more focused teaching and more targeted feedback.	<ul style="list-style-type: none"> • evidence of accelerated progress • learning walk • evidence of progress in books • pupil voice 	LM	End of KS2 results
Total budgeted cost					£22,117
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?

Employment of Pastoral Manager	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. Some pupils are missing valuable learning due to poor attendance.	<ul style="list-style-type: none"> • observations of pupils in class • behaviour records (CPoms) • pupils' progress • improved attendance 	GL	at the end of each term
Counselling		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"> • behaviour records (CPoms) • pupils' progress 	GL	following intervention and end of year results
Use of Digital technologies (Times Tables Rockstars)	Improved fluency in maths leading to accelerated progress	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.	<ul style="list-style-type: none"> • data from TTRS • times tables tests • regular access to TTRS 	EM	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 	RA	at the end of each term
Total budgeted cost					£67,608