

The Holy Spirit Catholic Primary School Pupil premium strategy (Autumn 19)

1. Summary information					
School	The Holy Spirit Catholic Primary School				
Academic Year	2019-20	Total PP budget	£96 840	Date of most recent PP Review	Aut 19
Total number of pupils	119	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Aut 20

2. Current attainment		
The number of pupils eligible for pupil premium has increased from 53 children in January 17 (48%) to 73 in January 19 (61%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations in reading, writing & maths 2019	44% (↑6% on 2019)	71% (national average 2019)
Progress in reading by prior attainment	-2.62 (↓2.32 on 2018)	+0.32 (2018)
Progress in writing by prior attainment	2.97 (↑3.47 on 2018)	+0.27 (2018)
Progress in maths by prior attainment	-2.97 (↓1.67 on 2018)	+0.37 (2018)

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school)

A.	Although attainment improved in 2019 children eligible for PP attain less than other children in reading writing and maths.
B.	Attainment and progress for children in Upper Key stage 2 is less than other children in reading, writing and especially maths.
C.	Vulnerable children with attachment difficulties and behavioural issues affecting attainment and progress.

External barriers (issues which also require action outside school,)

D.	Attendance rates for PP children has impacted progress (94.82% - July 2019 – an increase of 0.82% on previous year) compared to other children (96.6%). Vulnerable children / families that have barriers that prevent the children thriving – poverty, reading culture, adult literacy
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4. Desired outcomes (Desired outcomes and how they will be) Success criteria

A.	Improved rates of progress for PP children in reading, writing and in particular maths, in KS2 results 2020	<p>Attainment gap narrows and improves and is closer to national</p> <p>Progress rates for PP children to be average or above average across reading and maths.</p> <p>Measured in Y6 by teacher assessments and successful moderation practices. Measured internally using NFER</p>
B.	Attainment of PP in current Year/6 class (2019-20) to rise and be closer to other children	Pupils eligible for PP in Year 5/6 make rapid progress by the end of the year so that more pupils eligible for PP (not including SEND) meet age related expectations. Measured by teacher assessments in reading, writing and maths.
C.	Development of systems that remove barriers to learning and challenging low expectation with support and seeks to motivate children and support parents to engage with learning	<p>Fewer behaviour incidents recorded in CPOMS children who are eligible for PP</p> <p>Parental and child questionnaires demonstrate improvement</p>
D.	Increased rates of attendance for children eligible for PP	Overall PP attendances improves and is in line with other children (96.1% target)

5. Planned expenditure

Academic year

In the Academic Year 2019/20 The school has a ££96 840 pupil Premium allocation

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

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?
Improved rates of progress for PP children in reading, writing and in particular reading, in KS2 results 2020	<p>Additional teaching assistant support in KS1</p> <p>Two Additional teacher support – KS2 – across the cohort</p> <p>Staff training – in reading</p>	<p>Increased levels of support in Year 5 and 6 and lower class sizes in Year 3 and 4 in 2019-202. Individual cohorts will be taught in EYFS. Year 1 and Year 2 will be supported by Teaching Assistant.</p> <p>Precision teaching used across the school – whole staff training</p> <p>Whole school approach to reading to reduce barriers Used EEF Guidance</p>	<p>Regular monitoring of impact - updating of progress meeting records (half termly) –</p> <p>Disadvantaged group identified and tracked by SLT</p> <p>Focussed and targeted book scrutiny</p> <p>External support to quality assure reading strategy</p>	LC, JMC	<p>Half termly data analysis, Pupil Progress Meetings and intervention assessment. Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo. Monitoring through regular learning walks, and book scrutiny.</p>

Ensure that the Gap is identified and reduced in Year 3 and year 4 and the gap and reduce the gap year on year and maintain progress over last 3 years	Small class sizes in lower key stage 2 to ensure feedback is high by more teacher interaction (EEF)	If the gap is identified early and reduced to National – then by the time children reach KS2 the gap will be eliminated.	Regular monitoring of impact - updating of progress meeting records (half termly)	LC, JMC	Dec 2019 March 2020 July 2020
Attainment of PP in current Year 4/5/6 class (2019-20) to rise and be closer to Non DA	Additional teacher support – KS2	To reduce and attempt to eliminate the gap between pupil premium children and other children in upper Key stage 2	A reduction in the attainment gap of FSM and non FSM pupils in year 4/5/6 from September 2019-March 2020 in Reading, Writing, and Maths	LC, JMC	Dec 2019 March 2020 July 2020
Improved outcomes for all children across the curriculum	Increased enrichment opportunities Development of Curriculum	Children’s enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write	Monitoring and reporting on impact of visitors to school such as published authors as well as school trips. Staff to report on impact of trips and progress to be seen in English books	LC, JMC	July 2020
					£58000
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?

Development of a children's resilience that remove barriers to learning and challenging low expectation with support and seeks to motivate children and	Training for two TA's to become an ELSA Training for TA to be Family Support worker	Upskilling two members of staff to enable work to be completed with children to build resilience, Removal of barriers to learning such as children with attachment difficulties Children in Year 1 ready for	Regular monitoring of impact through Vulnerability matrix CPOMs	LC, JMC	July 2020
Total budgeted cost					£7040
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?
Increased rates of attendance for children eligible for PP	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Incentives for good attendance	Progress rates and attendance depend on high attendance rates. Children and families are rewarded for ensuring their child is punctual and attendance is at the at least desired level (96%)	Weekly scrutiny of attendance figures, comparing PP and other children - Attendance officer to report to JMC on fortnightly basis - Tracking of children with less than expected attendance rates closely monitored Attendance monitored daily	JMC	Dec 2019 March 2020 July 2020

Improve the DA's children access to quality resources at school and Home	Children able to access quality texts / IT	Purchase of My Maths, espresso coding, espresso, Purchase of New maths scheme and High quality reading books, concrete maths resources	Monitoring of access to resources / usage of the areas	JMC	Dec 2019 March 2020 July 2020
To remove barriers for learning / improve academic outcomes for PP children.	Children able to get enrichment experiences	A reduction in payments for school Visits and residential visits with links to the National Curriculum. To provide children with enriched opportunities to extend their understanding of the curriculum,	Monitor trips, purpose, outcomes, follow up work, progress. Library is an attractive place to go	JMC	Dec 2019 March 2020 July 2020
Total budgeted cost					£32000

6. Review of expenditure				
Previous Academic Year		The school had £95, 040		
i. Quality of teaching for all				
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)	Cost
Improved rates of progress for PP children in reading, writing and in particular maths,	Additional teaching assistant support in KS1 Additional teacher support – KS2	<p>The gap has been diminished in EYFS, Phonics, KS1 and KS2;</p> <p>EYFS GLD for DA was 70% which was above National (56% Nationally for DA) This is below the non disadvantaged children nationally of 74.4% other children but the gap has diminished over the last three years</p>	<p>Consistently good or outstanding teaching built has benefited all children but especially the disadvantaged.</p> <p>As Pupil Premium money is spent on staffing – all staff take responsibility for the disadvantaged in their care.</p> <p>The gap remains greatest in reading and writing for disadvantaged pupils at KS1</p> <p>The mastery approach has increased expectations for all pupils. School has learned that immediate feedback is crucial to rapid progress.</p> <p>Time lag in school based on the improvements – target year 3 and year 4 cohorts to maintain the good outcomes in 2019. Year 6 (2020) need additional support as low prior attainment</p>	£24000
		<p>KS1 RWM for DA children remained at 54% in 2019. This is higher than National DA 49.8%. The gap has closed but only slightly to 68.9% National other children (Nationally 2019)</p> <p>KS2 RWM for DA has risen to 50% in 2019 compared with 69.2% for other pupils. The gap has closed</p>		£24000

<p>Ensure that the learning Gap is identified and reduced in EYFS and Year 1 and the gap and reduce the gap year on year</p>	<p>Support for all staff – especially the staff new to Year 1 and 2</p> <p>Literacy Company training</p> <p>Purchased Speech and language therapy in school and Educational Psychology</p> <p>Target support for children with</p>	<p>Learning gaps are better – training for whole staff on assessment and feedback</p> <p>The children are achieving better than national other children.</p> <p>Literacy Company has had impact on mastery approach – still needing time to embed but positive at EYFS and KS1</p> <p>Speech and language tuition has supported children with not only speech issues but with memory – the weekly / fortnightly sessions has reduced wait times and school have been quicker to respond to individual needs (Chatterbug and Chatty Therapy)</p> <p>Educational Psychology has supported some children two on EHCP plans now</p>	<p>Support From the Literacy company on staff training and the resources bought to make the teaching of phonics practical has supported the children especially the boys.</p> <p>The changes that have been made to the way phonics has been taught has increased the quality for all children.</p> <p>The doubling of phonics sessions and the targeted approach has supported. Consistency in the EYFS and KS1 has led to improvements in Outcomes.</p> <p>The new Approach to Literacy “pathways to write” has had an impact on writing but not reading. Look for ways this year to develop reading.</p> <p>Continue with Speech therapy and also Educational Psychology</p>	<p>£12400</p>
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<p>Attainment of PP in current Year 4/5/6 class (2018-19) to rise and be closer to Non DA</p>	<p>Additional teacher support – KS2</p>	<p>Attainment of Pupil premium children has remained the same in Year 4 and 5. Year 5 (2019) are a vulnerable cohort – only 29% achieved Reading, writing and Maths at KS2.</p> <p>Change of approach in January 19 when the large Year 34 class was experiencing lag in maths. School decided to change the approach and maths was taught as separate Year 3 and Year 4 . School has increased the rate of progress evidenced through pupil books that would.</p> <p>This meant that the</p> <p>Out of 8 pupil premium children in 2019 4 achieved RWM combined 50% which was an increase – although rates for other children in the school was not as high.</p>	<p>The approach of having a separate teacher in Year 3 and 4 will be used in 2019 –</p> <p>The rates of progress of children leaving KS1 were good. The school needs to ensure that the children do not lose momentum.</p> <p>However, the speed and rate of progress of children in Year 3 and 4 needs to be accelerated.</p> <p>Small class sizes in 2019 will hope to increase the feedback the children get and the mastery approach using Power Maths with external support from the Maths Hub and the lead Andy Ash.</p>	<p>£21000</p>
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<p>Improved outcomes for all children across the curriculum</p>	<p>Increased enrichment opportunities</p>	<p>Children’s enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write</p> <p>Introduction of Theme weeks and visitors to school</p> <p>Purchase of Online Safety Boost / CPOMS</p> <p>Development of Mini Police</p> <p>Visits from MP / Chris Lubbe /</p> <p>Subsidised trips to Outward Bound</p> <p>Development of Curriculum resources – Maths / Literacy company</p> <p>SEAL</p> <p>Introduction of Chimp Paradox and 1:1 sessions through Teaching Assistant</p> <p>Support staff led interventions (SEAL, nuture, multi – sensory phonics, maths,</p>	<p>Theme weeks has led to consistency over the school and the New SEAL curriculum and theme weeks has led to better support for children’s emotional wellbeing.</p> <p>CPOMS has led to better understanding of the child and identification and better tracking of difficulties – supports the schools intent in wanting to remove barriers to learning. The use has enabled better targeted for support for children in crisis</p> <p>Mini Police has supported children actively problem solving in the community – cost has been time but children have enjoyed and supported</p> <p>Outward Bound has supported the children in understanding the stretch and learning zone</p> <p>Purchase of new resources – no outsiders books</p> <p>Triage children and support for children starting to exhibit low level behaviour has reduced the incidents on CPOMS for behaviour. Has resulted in children being supported better,</p>	<p>£4000</p>
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ii. Targeted support

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)	Cost
Improve the rates of attendance for disadvantaged pupils	In class intervention based on secure assessments.	Attendance rose 0.82% compared to previous year for DA (94.82%) but was than other children at 96.56%, Small cohorts of children had a detrimental impact on overall persistence absence. Some disadvantaged pupils with siblings took unauthorised holidays that amounted to 0.5% overall	Attendance for DA children has improved but not where the school would like it to be. The impact was intermittent– some vulnerable families were engaged and have improved. Non authorised holidays in term time fines have had some impact but have not deterred some families. There needs to be a continual focus on attendance and children for the coming academic year.School to consider ways to improve attendance and target punctuality	£1500
iii. Other approaches				
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)	Cost
Improve DA children's resilience and emotional well being	Residential	To partly support the families with support for the Residential – providing transport costs. Training for staff to become ELSA's	Children enjoyed the residential and it built a strong team ethic with children aware of their comfort and panic zones, The learning was applied in their other work Children to be targeted this year	£4500

Improve the DA's children access to quality resources	Children able to access quality texts	Purchase of Oxford Reading Buddy, Literacy scheme of work. Purchase of quality texts.	Library has been improved – still needs more work to be completed and more stock. Reading support needs targeting for children and support for homes.	£5000
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Providing quality training from external providers for all teaching staff to improve standards in delivery, assessment for learning and feedback.
- Embed Pathways to write in the whole school
- Speech and language support through the purchase of Practitioner one day a week / fortnightly
- Training for ELSA for member of staff.
- Training for Talk Boost
- Purchase of Online safety resources – Online Safety Boost
- Staff training Literacy Company
- Support for vulnerable families with trips
- Cultural capital experiences – visitors to school
- Purchase and training in the Essentials Curriculum
- Development of the SEAL resources for Equality weeks
- Aspirational week and visitors to school
- Work with the Farm Urban
- Providing staff development from within the school to improve standards in delivery, assessment for learning and feedback.
- Providing learners with opportunities to work alongside professional teachers in areas where they excel to inspire and develop their learning and skills.
- Providing pupils entitled to Pupil Premium with new technology to develop teaching and learning within school.
- Acquiring effective materials for pupils entitled to Pupil Premium aimed at raising standards and self-esteem.

- Look to develop the Mastery approach in Maths with support from NW3 HUB and to join the Ignite teaching school alliance – work together on developing the Curriculum for the children in our school.
- Seek to continue to find ways to improve attendance for the children around attendance.