

Our Lady of Perpetual Succour Catholic Primary School Pupil Premium Review 2019-20

1. Summary information					
Academic Year	2019-20	Total Pupil Premium budget	£58,080	Date of Pupil Premium Review	02/19
Total number of pupils	209	Number of pupils eligible for Pupil Premium	44 (21%)		

2. Most recent attainment End of Key Stage 2 2019		
	<i>Pupils eligible for Pupil Premium</i>	<i>Pupils not eligible for Pupil Premium (national average)</i>
% achieving expected standard or above in reading, writing & maths	66.7%	81.8%
% making progress at least in line with all pupils nationally in reading	66.7%	57.1%
% making progress at least in line with all pupils nationally in writing	55.6%	66.7%
% making progress at least in line with all pupils nationally in maths	44.4%	76.2%

3. Barriers to future attainment for pupils eligible for Pupil Premium	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
3A	Pupils achieve well in Phonic Screening Check and at the end of Key Stage 1 have good decoding skills. In Key Stage 2 disadvantaged pupils are not reading widely enough and for some disadvantaged pupils, as often as their non-disadvantaged peers.
3B	Limited access to language and poor literacy skills.
3C	Building resilience and self-regulation of their own learning; understanding their role and responsibility in overcoming their barriers to learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

3D	Individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional wellbeing difficulties.
3E	Attendance of some of our Pupil Premium Pupils.

4. Desired outcomes		Success criteria
4.1	To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers	The percentage of disadvantaged pupils will achieve their GLD in line with their peers.
4.2	To diminish the difference in RWM at KS2 between disadvantaged pupils and their peers at both the expected standard and greater depth.	The gap between disadvantaged pupils and their peers, achieving the expected standard and greater depth in R, W and M will have narrowed against 2019 results. (see table above)
4.3	Improve attendance and punctuality of PP pupils	Attendance of disadvantaged pupils will be closer to 96.5% (School Target) and in line with their peers

5. Quality of teaching for all																																																				
Desired outcomes	Chosen action / strategy	Impact: Was the success criteria met?			Lessons learned: will this approach strategy continue?	Cost																																														
<p>To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers.</p> <p>To diminish the difference in RWM at KS2 between disadvantaged pupils and their peers at both the expected standard and greater depth.</p>	<p>Quality first teaching and tracking of Pupil Premium attainment and progress.</p> <p>Pre and post teaching (Maths)</p> <p>Focused phonics groups.</p> <p>Additional Y6 teacher to allow for small focused groups.</p>	<p>Due to COVID-19 and the subsequent suspension of the national testing programme 2019-20 there is no comparative summative data available. However, at the point of school closure due to COVID-19 (20.03.20) school teacher assessment data for the Pupil Premium children has been used to determine if the success criteria has been met.</p> <table border="1"> <thead> <tr> <th>GLD</th> <th>NPP</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>78%</td> <td>0%</td> <td>78%</td> </tr> <tr> <td>2020</td> <td>67%</td> <td>67%</td> <td>0%</td> </tr> </tbody> </table> <p>Teacher assessment indicates that the same % of non-pupil premium children and pupil premium children were on track to have achieved their GLD.</p> <table border="1"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="3">Expected</th> <th colspan="3">Expected (TA)</th> </tr> <tr> <th>19 NPP</th> <th>19 PP</th> <th>Gap</th> <th>20 NPP</th> <th>20 PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>90%</td> <td>70%</td> <td>20%</td> <td>90%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>86%</td> <td>60%</td> <td>26%</td> <td>80%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>M</td> <td>95%</td> <td>60%</td> <td>35%</td> <td>80%</td> <td>60%</td> <td>20%</td> </tr> </tbody> </table>			GLD	NPP	PP	Gap	2019	78%	0%	78%	2020	67%	67%	0%	KS2	Expected			Expected (TA)			19 NPP	19 PP	Gap	20 NPP	20 PP	Gap	R	90%	70%	20%	90%	60%	30%	W	86%	60%	26%	80%	60%	20%	M	95%	60%	35%	80%	60%	20%	<p>The delivery of Read, Write Inc in EYFS has had a significant impact on EYFS and their phonic knowledge in readiness for Year 1.</p> <p>The employment of an additional teacher to enable subject specific lessons to smaller focused groups has had impact for all Pupil Premium children.</p> <p>Lessons learnt about the effectiveness of small group and 1:1 tuition will help to affect decisions that inform best use of the Catch-up Grant (National Tutoring Programme) post COVID-19.</p>	£33,000
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<p>To raise the % of Pupil Premium achieving GLD at the end of EYFS to diminish the difference from the cohort. Demonstrating skills that they are Year 1 ready.</p> <p>To raise the % of Pupil Premium children achieving ARE and</p>	<p>New resources sourced, shared and demonstrated.</p> <p>Staff training and CPD to stretch and challenge children within the subjects they lead.</p>	<p>Due to COVID-19 and the subsequent suspension of the national testing programme 2019-20 there is no comparative summative data available. However, at the point of school closure due to COVID-19 (20.03.20) school teacher assessment data for the EYFS cohort has been used to determine impact.</p> <p>All the PP children were on track to have met the majority of their Early Learning Goals. There are only three areas where not all have met them, this being reading, writing and number. However, the majority of the children were on track to meet these areas. Overall,</p>	<p>Quality First Teaching has been fundamental to successful learning gains, in particular with small group provision led by class teachers where qualified teacher is more likely to achieve greater progress and raise.</p> <p>Intensive small group tuition is highly effective.</p> <p>Intensive support for PP pupils enables targeted support for</p>																																																									

<p>GD in RWM at the EOKS2.</p>	<p>Precision teaching and pre and post learning sessions.</p> <p>Specific after school clubs for targeted pupils.</p>	<p>the majority of the PP were on track to be Year 1 ready.</p> <p>(see table below)</p> <table border="1" data-bbox="770 363 1426 1347"> <thead> <tr> <th>Area</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Making Relationships</td> <td>100%</td> </tr> <tr> <td>Social Communication</td> <td>100%</td> </tr> <tr> <td>Managing feelings and behaviour</td> <td>100%</td> </tr> <tr> <td>Health & Self Care</td> <td>100%</td> </tr> <tr> <td>Listening & Attention</td> <td>100%</td> </tr> <tr> <td>Understanding</td> <td>100%</td> </tr> <tr> <td>Speaking</td> <td>100%</td> </tr> <tr> <td>Reading</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>66%</td> </tr> <tr> <td>Number</td> <td>77%</td> </tr> <tr> <td>Shape, Space & Measure</td> <td>100%</td> </tr> <tr> <td>People & Communities</td> <td>100%</td> </tr> <tr> <td>The World</td> <td>100%</td> </tr> <tr> <td>Technology</td> <td>100%</td> </tr> <tr> <td>Exploring media & materials</td> <td>100%</td> </tr> <tr> <td>Being Imaginative</td> <td>100%</td> </tr> </tbody> </table>	Area	%	Making Relationships	100%	Social Communication	100%	Managing feelings and behaviour	100%	Health & Self Care	100%	Listening & Attention	100%	Understanding	100%	Speaking	100%	Reading	78%	Writing	66%	Number	77%	Shape, Space & Measure	100%	People & Communities	100%	The World	100%	Technology	100%	Exploring media & materials	100%	Being Imaginative	100%	<p>specific pupils who are making slower progress in learning, particularly in maths and reading.</p>	
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		<p>Teacher assessment data for the Year 6 children showed the volume of PP children operating at greater depth standard (GDS) in reading was above 2019 national data and was broadly in line in writing and maths. The proportion on target to gain combined RWI was also broadly in line with 2019 national data.</p> <table border="1" data-bbox="770 427 1429 1002"> <thead> <tr> <th>Expected</th> <th>R</th> <th>W</th> <th>M</th> <th>R/W/M</th> </tr> </thead> <tbody> <tr> <td>Nat. 2019</td> <td>73%</td> <td>78%</td> <td>79%</td> <td>65%</td> </tr> <tr> <td>School 2020 TA on track</td> <td>60%</td> <td>60%</td> <td>60%</td> <td>60%</td> </tr> <tr> <th>Greater Depth</th> <th>R</th> <th>W</th> <th>M</th> <th>R/W/M</th> </tr> <tr> <td>Nat. 2019</td> <td>27%</td> <td>20%</td> <td>27%</td> <td>11%</td> </tr> <tr> <td>School 2020 TA on track</td> <td>60%</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>	Expected	R	W	M	R/W/M	Nat. 2019	73%	78%	79%	65%	School 2020 TA on track	60%	60%	60%	60%	Greater Depth	R	W	M	R/W/M	Nat. 2019	27%	20%	27%	11%	School 2020 TA on track	60%	20%	20%	20%		
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<p>Reduce/support persistent absenteeism for Pupil Premium children. Pupil Premium absence rates to be in line with their peers.</p>	<p>First day response. Increase the importance of Attendance and punctuality, both being reported on Newsletters.</p>	<p>Overall, the Pupil Premium children's attendance was 94.6% and their peers was 96.4%. On further analysis 64% of the children met the Government's target of 95% and above. with attendance ranging from 100% to 95.0%. However, there are still a number of children who have fallen into the persistent absenteeism range, therefore, further work still needs to be done especially</p>	<p>To closely monitor those children whose attendance falls below or close to the school attendance target of 96%</p> <p>EWO – SLA to support and advice when needed. Also, to follow up with monitoring visits and letters home.</p>	<p>£1500</p>																														

	<p>Half termly attendance incentives</p> <p>Analysis of attendance/punctuality</p> <p>Meetings with parents/carers to support where needed.</p> <p>Home visits.</p> <p>EWO support</p>	<p>in light of the Covid 19 pandemic and lockdowns.</p>	<p>To support parents throughout the COVID pandemic, where and when necessary, i.e. to reassure them that school is a safe place to send their children.</p>	
6. Other approaches				
<p>To improve parental skills to enable them to support their children in order that pupils achieve their potential</p>	<p>Parental workshops, EYFS/ Phonics, Reading, Maths, Science and Health.</p>	<p>During the Autumn term phonics meetings were held for parents in EYFS and Y1.</p> <p>Family Learning also provided a parent/ child science day.</p> <p>Other sessions did not happen due to COVID 19 and partial school closure in March 20.</p>	<p>To sign post the parents to online Family Learning sessions.</p> <p>Produce leaflets and booklets to help parents to support their children.</p>	<p>£1415</p>
<p>Develop Nurture principles and approaches across</p>	<p>Develop a Growth Mindset</p>	<p>Two TAs have been trained on ELSA and have attended supervision sessions. They</p>	<p>The need for this will continue and more so during the COVID</p>	

<p>school to provide learning environments and a growth mind set culture of 'can do', resilience and empowerment.</p>	<p>approach across school</p> <p>TAs to attend ELSA training.</p>	<p>have been able to support a number of children in school both in KS1 and KS2.</p>	<p>pandemic and possible future lockdowns.</p>	
<p>To remove barriers to improve academic outcomes for Pupil Premium children.</p>	<p>A reduction in payments for school trips and residentials.</p> <p>To provide children with enriched opportunities to extend their understanding of the curriculum. E.g. French teacher, artists, poet, sports coaches.</p>	<p>The children have benefited from having a gymnastic coach and a French teacher in school, however, this all had to stop due to partial school closure in March.</p>	<p>Following Risk Assessments start to introduce Tennis coaching and after school club for the children.</p> <p>There will not be any residential until further notice due to the COVID pandemic.</p>	

Additional supporting information

Actions based on research:

The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches at Our Lady's that have a track record of success.

A wide variety of strategies are employed to tackle 'the opportunity gap' in education and to raise attainment for the children from disadvantaged backgrounds. For example:

- rigorous monitoring and use of data;
- deploying staff and resources effectively;
- employing intervention programmes;
- raising pupil aspirations using engagement/aspiration programmes;
- focussing on pupils' attitudes to learning;
- engaging parents / carers;
- providing family learning;
- developing social and emotional competencies;
- supporting school transitions;
- using Reading Buddies to give peer support / assistance;
- one-to-one tutoring by volunteers, particularly in reading.
- Growth mindset approach to learning.

Undoubtedly, the quality of teaching delivers the greatest improvements in learning outcomes for all pupils, including those from deprived backgrounds. The most powerful approaches are well-specified, well-supported and well-implemented programmes of work, incorporating extensive continuing professional development that is often delivered within the school context. Early intervention is effective on entry into school and specific tutoring of individuals / groups by teachers and Teaching Assistants builds confidence, fills gaps in learning and consolidates.

During 2019-20 the setting of pupils in two ability groups for English and mathematics in Year 6 enables teachers to match work more closely to pupils' needs, which means that it is highly focused. There is more sustained engagement in the lower attaining groups and more intensive feedback to reduce the attainment gap.

The school adopts a variety of synchronised approaches, long-term, planned and co-ordinated provision to enable all children to experience success and achieve their potential. Various studies (for example, The Sutton Trust) have considered and evaluated different strategies, and although useful, as it explains it is a "supplement rather than a substitute for professional judgement". Undoubtedly, strategies are successful when confident, well-trained adults use programmes that meet the needs of individual pupils and circumstances of the school.