

Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us



Pupil Premium Strategy Statement 2020/2021

1. Summary information					
School	Our Lady of Perpetual Succour Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£86,080	Date of most recent PP Review	02/19
Total number of pupils	209	No. of pupils eligible for PP	64 (31%)	Date for next internal review of this strategy	July 2021

NARROWING THE GAP IN SCHOOL

Achievement in the last 3 years across the school is at least in line compared to national and LA average, and pupils from disadvantaged backgrounds do well compared to their disadvantaged peers nationally and locally. The challenge is to reduce the gap in attainment (as disadvantaged pupils make excellent progress) between disadvantaged pupils and non-disadvantaged as higher attaining pupils are disproportionately non-disadvantaged on entry in to the school.

When pupils join Our Lady's School, they are assessed using the EYFS baseline. This establishes a starting point in learning. In 2019 there was a significant gap in attainment at the end of EYFS between PP pupils achieving GLD and non PP pupils. Data identified that in Phonics (in 2019) there was a significant gap and this was addressed in Year 1 in 2019/2020 to March. By the end of KS1 we manage to narrow the gap and the PP pupils are at least in line compared to national and the LA average. However, this is not the case for greater depth. At the end of KS 2 the gap between PP and Non PP had widest in Maths and then Writing in 2019.

As there were no National Curriculum tests in 2020, and the DfE did not publish how they will measure progress for this cohort (the first to be assessed in KS1 without levels). The caveat for the data above is that Pupil Premium pupils have lower data on entry and as such can make excellent or accelerated progress but still not be GDS.

To measure progress over time, the staff use teacher assessment against Key Performance Indicators termly and the O Track. Staff are able to measure if pupils are on target (or not) and has therefore made expected progress. NFER testing is used termly from Year 3 to Year 6. Attendance is analysed half-termly, reported to governors termly and to parents/ carers on the school newsletter.

Annually pupils complete a Pupil Voice questionnaire which establishes attitude to self and school. There are opportunities throughout the academic year for pupils to discuss learning, targets and school, plus any other relevant more personal issues.

Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents(CPOMS analysis), engagement in school and pupil voice.

2. Current attainment (*there was no 2020 testing programme because of COVID-19)

EYFS (GLD)

2019 % Pupils (Dis – 3 children) achieving GLD in Early Years

0% compared with 78% non dis, 70% all (awaiting national figures)

KS1 – (Phonics)

2019 % pupils (Dis- 6 children) achieving standard in Phonics at Yr. 1

83% compared with 96% non dis, 93% all (Nat 82%)

KS1 – (Year 2)

2019 % Pupils (Dis- 10 children) achieving in KS1

KS1	2019 Exp+		2019 GD		Nat Exp+	Nat GD
	Dis	All	Dis	All		
Reading	90%	80%	20%	27%	75%	25%
Writing	80%	73%	10%	7%	69%	15%
Maths	90%	83%	20%	20%	76%	22%

KS2 (End of Key Stage)

End of Key Stage 2 2019 – 10 dis. children.

KS2	2019 Exp+		2019 GD		Nat Exp+	Nat GD
	Dis	All	Dis	All		
R/W/M	60%	77%	10%	16%	65%	11%
Reading	70%	84%	10%	29%	73%	27%
Writing	60%	77%	20%	29%	79%	20%
Maths	60%	87%	10%	32%	79%	27%
GPS	70%	87%	30%	45%	78%	36%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	<p>Impact of COVID 19 pandemic:</p> <ul style="list-style-type: none"> • Relationships: <ul style="list-style-type: none"> ❖ Children whose family have suffered bereavement/ parents separating etc. ❖ Attachment issues following extended period of absence ❖ SEMH, new adverse childhood experiences ❖ Personal friendships and anxiety • Curriculum: <ul style="list-style-type: none"> ❖ A widening of disadvantage ❖ Progress data gaps ❖ Blended approaches – no ‘lost’ learning, opportunities to ‘recover’ and ‘restore’. ❖ Quality feedback. • Uncertainty about what school may look like. <ul style="list-style-type: none"> ❖ Safety – COVID -19 anxiety/ worry ❖ School anxiety – new classes, routines etc. • Delivery of FSM and learning to pupils self-isolating, quarantining or absent through COVID-19 transmission. 	<p>Research evidence base:</p> <ul style="list-style-type: none"> ❖ Expertise has been sought on the construction of a bespoke curriculum to aid recovery. ❖ Parents and carers well-being survey prior to children returning to school to provide teachers with important information about concerns and levels of engagement ❖ % of pupils engaged in remote learning during lockdown. ❖ Evidence gathered by teachers ❖ Transition information passed by class teachers following home: school communication during lockdown. ❖ EEF Catch Up research
B	<p>Limited access to language and poor literacy levels alongside lower starting points.</p> <p>Limited development of vocabulary and understanding of words in context.</p> <p>% of PP pupils in Y2 who did not attain GDS by the EOKS1 and similarly at Y6 by the EOKS2 (especially in reading and maths)</p>	<p>Research evidence base:</p> <p>http://www.literacytrust.org.uk/assets/0002/9554/Teaching_Effective_Vocabulary.pdf</p> <p>Intensive, systematic teaching of phonics and early reading for pupils not meeting the Phonics Screening at Y1 and Y2.</p> <p>To establish starting points and subsequent progress checks against standardized assessments and KS1 data.</p> <p>Teacher assessments using the National Curriculum objectives at all ages.</p>
C	<p>Social, Emotional and Mental Health in pupils</p>	<p>Research evidence base:</p> <p>Future in MIND</p> <p>Adverse Childhood Experiences</p>

43% of the current FSM eligibility has only been identified within the last 12 months (28/65)

Wider knowledge of family circumstances informs us of a growing number in increasing financial difficulties.

External barriers (issues which also require action outside of school, such as low attendance rates)

D	Preventing children becoming disaffected; individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional.
E	Limited engagement in remote learning and during partial school closure.
F	Limited Cultural Capital

4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	To rapidly repair the learning regression caused by COVID-19 to ensure all children are on target by July 2021 to reach their progress measure from their starting point, to include the use of the national catch-up grant (National Tutoring Programme).	<p>Operating a successful on line learning platform for use during COVID-19 that all Pupil Premium pupils engage with.</p> <p>Attendance of Pupil Premium pupils is in line with their peers.</p> <p>Progress in end of KS2 tests and Teacher Assessment (all year groups).</p> <p>Teachers match work more closely to pupils' needs, highly focused with intensive feedback dealing with misconceptions. (Learning Walks)</p> <p>Small group targeted at pupils' specific needs, including one to one tuition.</p>
B	To improve language and understanding of vocabulary leading to an increased number of children attaining ARE and GDS by EOKS2.	<p>The difference between disadvantaged pupils and non-disadvantaged GAPS by the end of Key Stage 2 is diminished.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>Work matched more closely to the needs of the individual is targeted more effectively.</p> <p>Targeted pupils demonstrate a high level of engagement with their learning.</p> <p>Test scores (NC and Standardised tests) indicate that children make rapid progress.</p>

C	To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers.	PP pupils in EYFS will make rapid progress in their Early Learning Goals thereby diminishing the gap between themselves and their peers.
D	To increase the proportion of Pupil Premium pupils achieving the greater depth standard (GDS) in line with their non-disadvantaged peers.	Quality First Teaching provision better meets the needs of more able Pupil Premium pupils dealing with misconceptions at the source of learning. Remove in-school gaps for all subjects (KS2 test data and Teacher Assessment in all year groups).
E	Improve attendance and punctuality of PP pupils	Attendance of disadvantaged pupils will be closer to 96.0% (School Target) and in line with their peers.
F	Pupil Premium pupils have enriched experience in school; attend extra-curricular clubs and other enriching activities.	<p>The school has adopted a 'graduated approach' to Pupil Premium as the pupils who have ALWAYS been FSM pupils are perceived to have more disadvantage than those who have been FSM for a year or less.</p> <p>Access to high quality out-of-school learning experiences.</p> <p>Recognition of involvement in out-of-hours learning.</p> <p>Rewarded participation, encouraged engagement and raised aspirations.</p> <p>Children's participation has increased and they are more motivated and committed to attend.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Value placed on children's interests, aspirations and health and fitness.</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Assisted in making learning a reality beyond academic studies.</p>

5. Planned expenditure

Academic Year	2020/2021				
The three headings below enable Our Lady of Perpetual Succour Catholic Primary School to demonstrate how they are using Pupil Premium Grant to improve pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcome	Chosen/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?
<p>To rapidly repair the learning regression caused by COVID-19 to ensure all children are on target by July 2021 to reach their progress measure from their starting point, to include the use of the national catch-up grant (National Tutoring Programme).</p> <p>To improve language and understanding of vocabulary leading to an increased number of children attained ARE and GDS by EOKS2.</p> <p>To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers.</p>	<p>Personalised targeted intervention of children highlighted 'at risk'.</p> <p>Additional teacher support in Year 6.</p> <p>Quality first teaching and tracking of Pupil Premium attainment and progress.</p> <p>Focused phonic groups in EYFS/Y1 & Y2.</p> <p>Growth mindset</p> <p>Provision mapping will be used to</p>	<p>Quality First Teaching is fundamental to success.</p> <p>The employment of an additional teacher in Y6 to teach small focused groups has shown to have a very positive impact on the progress and raised attainment of all children.</p> <p>Pupil Progress meetings will ensure that children's progress and attainment is tracked effectively.</p> <p>Sutton Trust material – Quality 1st teaching.</p> <p>EEF research – language and literacy research</p> <p>RWInc research and evidence Ruth Miskin</p>	<p>Lesson Observations</p> <p>Analysis of data using O Track.</p> <p>Analysis of impact of interventions.</p> <p>Regular opportunities for staff to share feedback on individual pupils.</p> <p>Performance Management.</p> <p>Learning Walks</p> <p>Book scrutiny</p> <p>Pupil Voice</p> <p>Achievement Team meetings</p>	<p>PMc, HD, AH</p>	<p>Termly through the monitoring cycle and data analysis.</p> <p>Termly Pupil Progress meetings - Using both NFER results alongside Teacher assessments.</p> <p>Feedback to Governors.</p> <p>Performance management reviews.</p>

To increase the proportion of Pupil Premium pupils achieving the greater depth standard (GDS) in line with their non-disadvantaged peers.	ensure Pupil Premium children are monitored effectively.				
Targeted budgeted cost					£35,000
Targeted support					
Desired outcome	Chosen/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?
To rapidly repair the learning regression caused by COVID-19 to ensure all children are on target by July 2021 to reach their progress measure from their starting point, to include the use of the national catch-up grant (National Tutoring Programme).	National Tutoring Programme. New resources sourced, shared and demonstrated. Staff training and CPD – new bespoke curriculum Precision teaching and pre and post learning sessions.	The small group focused tuition with a qualified teacher should spring board the children into narrowing gaps in their learning. Children respond positively to additional personal attention during lesson time and during interventions groups – this improves their engagement, attainment and develops their confidence. Individual difficulties are addressed in small groups. Pupil questionnaires.	Reports will be produced by NTP teacher for SMT and class teacher to enable rigorous and robust analysis of impact. Progress will be monitored half termly and children will be assessed and regrouped where necessary. Provision mapping of appropriate resources.	PMc, SMT,	Monitoring of pupil progress through the NTP. Half termly monitoring Termly Pupil Progress meetings - Using both NFER results alongside Teacher assessments.
Reduce/support persistent absenteeism for Pupil Premium children. Pupil Premium absence rates to be in line with their peers.	Bespoke curriculum to enthuse and motivate children (so they want to come into school) First day response.	Children will want to attend school as the curriculum will be relevant, engaging and inspiring. Daily engagement with parents and offering support	HT to monitor attendance/punctuality, meet with parents/carers and invite into EWO meeting (when necessary)	PMc/SMT EWO	Monthly basis and half termly with the EWO. Analysis of attendance and comparisons made against previous terms

	<p>Increase the importance of Attendance and punctuality, both being reported on Newsletters.</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>Fund uniforms (for families who are in financial difficulty)</p>	<p>ensures that children are safe and in school.</p> <p>Aiding families that experience difficulties will assist children being in school on time.</p> <p>Families need to be identified early on in the school year so that they can be practically supported in improving attendance / punctuality. Awareness of the importance of attendance will be heightened.</p> <p>Support for families affected by COVID 19</p>			<p>data. Report produced for EWO.</p>
Targeted budgeted cost					£31,080
Other approaches					
Desired outcome	Chosen/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?
Pupil Premium pupils have enriched experience in school; attend extra-	PP pupils targeted for extra- curricular clubs.	Participation can stop feelings of isolation and help to develop more positive	% of PP pupil attending extra-curricular clubs. Pupil Voice	PMc/ MQ/TE	Termly monitoring

<p>curricular clubs and other enriching activities.</p>	<p>Provide extra-curricular and/or enrichment opportunities. Pupils from disadvantaged backgrounds targeted for some bespoke clubs/activities.</p> <p>Access to Forest School teaching to raise self-esteem, attitude to learning and resilience.</p>	<p>opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p> <p>Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p> <p>Pupils benefit from these experiences that they may not have experienced otherwise.</p>	<p>Learning walks</p> <p>Data tracking</p>		
<p>Develop Nurture principles and approaches across school to provide learning environments and a growth mind set culture of 'can do', resilience and empowerment.</p>	<p>Develop a Growth Mindset approach across school</p> <p>TAs to lead ELSA</p>	<p>Pupils develop strategies to enable resilience, self-motivation and life skills.</p> <p>Improvement in children's attainment and progress.</p> <p>ELSA network through Halton cluster</p> <p>Boxall profile</p> <p>ELSA groups across school.</p>	<p>Interventions/ records monitored by SENDCo.</p> <p>Pupil Progress meetings.</p> <p>Positive feedback from parents/pupils and staff.</p>	<p>AH</p>	<p>Half termly monitoring.</p>

		ELSA training/ supervision sessions.			
To remove barriers to improve academic outcomes for Pupil Premium children.	To provide children with enriched opportunities to extend their understanding of the curriculum. E.g. French teacher, music teacher, artists, poet, sports coaches.	Children will be more motivated and engaged in their learning through enriching their opportunities, thereby improving their attainment and progress.	Provision mapping. Pupil questionnaire/ voice. Pupil Progress meetings	PMc, SMT	Half termly monitoring.
Targeted budgeted cost					£ 20,000