

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

Pupil Premium Strategy

2019/20

Headteacher	Mr Steven Hatton
Pupil Premium Lead	Mrs Suzanne O'Regan
Pupil Premium Governor	Mrs Helen Taylor

1. Summary information					
School	St. Stephen's Catholic Primary School				
Academic Year	2019/20	Total PP budget	£76,890	Date of most recent PP Review	N/A
Total number of pupils	210	Number of pupils eligible for PP	58 (28%)	Date for next internal review of this strategy	February 2020
2. Current attainment					
EOKS2 2018/19	School All pupils (28 pupils – 3.5%)	School Other pupils (16 pupils – 6.25%)	School Disadvantaged (12 pupils – 8.3%)	National Other	School Disadvantaged gap compared to National Other
% at ARE or above in RWM	66%	71%	58%	70%	-12% (approx. 2 pupils)
% Achieving Expected Standard Reading	76%	76%	75%	80%	-5% (approx. 1 pupil)
% Achieving Expected Standard Writing	86%	88%	83%	83%	0% (in line with nat. ave)
% Achieving Expected Standard Maths	76%	88%	58%	81%	-23% (approx. 4 pupils)
Overall Progress Score Reading	+0.55	-0.58	+2.05	+0.30	+1.75
Overall Progress Score Writing	+1.62	+1.74	+1.46	+0.25	+1.21
Overall Progress Score Maths	+0.87	+2.67	-1.38	+0.35	-1.73
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In School Barriers					
A.	KS2 Maths: there is a gap (23%) in the attainment of school disadvantaged children achieving the expected standard (58%) compared to National other (81%).				
B.	KS2 Reading: there is a gap (5%) in the attainment of school disadvantaged children achieving the expected standard (75%) compared to National other (80%).				
C.	KS1: diminish the difference in the gap of school disadvantaged pupils achieving age related expectations or better in Reading, Writing and Maths compared to national averages with a clear focus on improving Maths outcomes in particular.				
External Barriers					
D.	Vulnerability of pupils due to social, emotional and medical circumstances.				
E.	Attendance and punctuality impact on attainment which present gaps in learning for certain pupils				
F.	Parental engagement and support with school curriculum expectations and providing enrichment opportunities for pupils.				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	By Summer 2020, attainment in KS2 Maths will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Maths, in each class, compared to the national average will diminish.
B.	By Summer 2020, attainment in KS2 Reading will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Reading, in each class, compared to the national average will diminish.
C.	By Summer 2020, attainment in KS2 Writing will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Writing, in each class, compared to the national average will diminish.
D.	By Summer 2020, there will be an increase in the number of disadvantaged pupils achieving at least the expected/exceeded standard in KS1 and KS2 Reading, Writing and Maths combined across all year groups. (SIP Key Priorities 2, 3 & 4)	The gap between the number of KS1 and KS2 disadvantaged children achieving the expected/exceeding national standard in Reading, Writing and Maths combined, in each class, compared to the national average will diminish.
E.	Increase overall school attendance, while decreasing the persistent absence of disadvantaged pupils. (SIP Key Priority 4 & 5)	Attendance of disadvantaged pupils to at least be in line with national averages for 2019/20. Further decrease the number of disadvantaged children who are persistently absent.

School Improvement Key Priorities that will be addressed during 2019/20 are:

PRIORITY 1	<ul style="list-style-type: none"> <i>To develop prayer spaces and the role of pupil led activities and worship to enhance the Catholic life of the school.</i>
PRIORITY 2	<ul style="list-style-type: none"> <i>To ensure that the intent, implementation and impact of the curriculum provided for St. Stephen's learners is planned for, delivered and evaluated so that knowledge and skills are developed in all subjects in a clear, sequential manner.</i>
PRIORITY 3	<ul style="list-style-type: none"> <i>To ensure that a school wide focus on problem solving and reasoning, reading comprehension and spelling impact positively and increase standards in Maths and English in KS1 and KS2.</i>
PRIORITY 4	<ul style="list-style-type: none"> <i>To develop early intervention strategies and procedures to support the learning and wellbeing of pupils and families focusing on attendance, behaviour, SEND and family support.</i>
PRIORITY 5	<ul style="list-style-type: none"> <i>To maintain a high standard of leadership and management from all stakeholders to ensure consistency of vision, policy and procedures in all areas of school life.</i>

5. Planned expenditure			
Academic year	2019/20		
Area of Spend:	Addressing Barrier/s:	Total Allocation:	% of allocation
Nurture Group Manager	A, B, C, D, E, F	£24, 875	32
KS2 Maths/English Booster Teacher	A, B, D, E, F	£13, 517	18
Funding for T.A.'s CPD and targeted intervention support in Key Stage 2	A, B, D, E, F	£15,926	21
Funding for T.A.'s CPD and targeted intervention support Key Stage 1/EYFS	C, D, E, F	£12,824	17
Replenish and update reading resources for in school and at home	A, B, C, D, F	£2,500	3
Online English and Maths resources to be accessed in school for interventions, learning clubs and for homework	A, B, C, D, E, F	£679	1
Extra-curricular tuition and support	A, B, C, D, E, F	£1,800	2
Attendance Initiatives	D, E, F	£1,000	1
Funding for school trips and residential visits	A, B, C, D, E, F	£3,269	4
School equipment e.g. uniform, kits, resources	D, E, F	£500	1
	TOTAL:	£76,890	100%

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?
A, B, C, D, E	Deploy an additional teacher to Y6 for 3 mornings a week to reduce class sizes and provide specific support/challenge in Reading and particularly disadvantaged pupils Maths. Support to then be provided to Y5 during Summer Term with a focus on Maths, in particular.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Reduced class sizes: +3 months • Bespoke feedback: + 8 months • Mastery learning: +5 months • One to One tuition: +5 months 	<ul style="list-style-type: none"> • Performance management targets • Pupil progress meetings • Provide staff CPD • Evaluate Maths CPD provided by via Maths Mastery Programme • Termly monitoring cycle activities • Termly report to Governors 	HT SO'R AG MG Govs	January 2020 April 2020 July 2020
A, B, C, D, E	Provide staff CPD in order to maximise the delivery of small group interventions in KS2 led by trained teaching assistants based on English needs but particularly Maths needs with support from the Maths Mastery Programme.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Reading comp strategies: +5 months • Small group tuition: +4 months • Mastery learning: +5 months 	<ul style="list-style-type: none"> • TA Appraisal targets/CPD • Evaluate Maths CPD provided by via Maths Mastery Programme • Pupil progress meetings – pupils identified/ programmes evaluated • Intervention tracker monitoring • Termly monitoring cycle activities • Termly report to Governors 	HT SO'R DHT SENDCO Govs	January 2020 April 2020 July 2020
D, E	Provide staff CPD in order to maximise the delivery small group interventions in EYFS and KSI led by trained teaching assistants based on Listening and Attention, Speech and Language, Reading, Phonics needs but particularly Maths needs with support from the Maths Mastery Programme.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Phonics interventions: +4 months • Early Years intervention: +5 months • Small group tuition: +4 months • Mastery learning: +5 months 	<ul style="list-style-type: none"> • TA Appraisal targets /CPD • Evaluate Maths CPD provided by via Maths Mastery Programme • Pupil progress meetings – pupils identified/ programmes evaluated • Intervention tracker monitoring • Termly monitoring cycle activities • Termly report to Governors 	HT SO'R DHT SENDCO Govs	January 2020 April 2020 July 2020

Total budgeted cost:					£42, 267
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?
A, B, C, D, E	Identify groups of learners whose individual needs require a smaller group setting to achieve both academically and socially.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Early Years intervention: +5 months • Phonics interventions: +4 months • Small group tuition: +4 months • Behaviour intervention: +3 months • Metacognition and self regulation: +8 months • Social and emotional learning: +4 months • Individualised instruction: +3 months 	<ul style="list-style-type: none"> • Entry and exit baseline data from Nurture Group • Pupil progress meetings • Termly assessments • Formative observations • Outside agency assessments and strategies • Behaviour logs • Celebration rewards e.g. weekly via assembly • Termly report to Governors 	HT SO'R SENDCO TS Govs	January 2020 April 2020 July 2020
A, B, C, D	Review, update and purchase quality reading resources for both home and school use. KS2 shared and guided reading texts to be updated in light of curriculum changes, where necessary. EYFS/KS1 home reading scheme to be updated and provide more engaging and attractive texts for pupils.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Early Years intervention: +5 months • Phonics interventions: +4 months • Reading comp strategies: +5 months • Parental engagement: +3 months 	<ul style="list-style-type: none"> • Review planning of weekly lessons/opportunities/homework • Monitoring cycle e.g. embedded use of resources in class • Pupil progress meetings • Intervention trackers 	HT SO'R DHT Class Teachers Teaching Assistants Govs	January 2020 April 2020 July 2020

A, B, C, D, E	Purchase online resources that pupils can access both in school for interventions and at home for homework to further support and consolidate their learning in English and particularly in Maths.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Digital technology support: +4 months 	<ul style="list-style-type: none"> Review planning of weekly lessons/opportunities/homework Monitoring cycle e.g. embedded use of resources in class Pupil progress meetings Intervention trackers Evaluate impact of resources provided via Maths Mastery Programme. 	HT SO'R DHT Class Teachers SENDCO Govs	January 2020 April 2020 July 2020
Total budgeted cost:					£28, 054
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?
A, B, C, D, E	Provide funding so that pupils can access curriculum opportunities, residential trips, have spiritual/social/cultural experiences.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Collaborative learning: +5 months Outdoor adventure learning: +4 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> EVC trip planning and costings Impact on pupils' development via work books, displays and pupil voice Termly report to Governors 	HT SO'R DHT SBM Govs	January 2020 April 2020 July 2020
E	Promote a range of motivating attendance incentives whilst working with LA attendance team where necessary to support PP persistent absentees.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Behaviour interventions: +3 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Weekly review of registers/ PA registers for PP pupils Support/meetings/home visits from LA attendance team Attendance action plans/ newsletters Termly attendance rewards Costing of new initiatives shared with governors Termly report to Governors 	HT DHT Class teachers SBM	January 2020 April 2020 July 2020

<p>A, B, C, D, E</p>	<p>Engage hard to reach pupils by developing their interests, participation and resilience via an extensive range of after school clubs or learning clubs led by school staff and outside providers. The incentive being accrue a certain number of hours to graduate from Children's University.</p>	<p>Based The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Arts Participation: +2 months • Collaborative Learning: +5 months • Digital Technology: +4 months • Social and emotional learning: +4 months • Individualised instruction: +3 months 	<ul style="list-style-type: none"> • After school club attendance registers for PP pupils • Number of PP pupils graduating from Children's University in Summer 2020 • Pupil voice • Contribution to school events/competitions • Termly report to Governors 	<p>HT SO'R DHT Class Teachers/ TAs Govs</p>	<p>January 2020 April 2020 July 2020</p>
<p>A, B, C, D, E</p>	<p>Support pupils and families with resources/equipment so that no child is at a disadvantage with regards to their teaching, learning and social needs in line with their peers.</p>	<p>Based The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Arts Participation: +2 months • Sports Participation: +2 months • Outdoor Learning: +4 months • Digital technology: +4 months • Behaviour interventions: +3 months 	<ul style="list-style-type: none"> • Parent meeting records • Requisition forms • Action lists • Receipts • Termly report to Governors 	<p>HT SO'R DHT SBM Govs</p>	<p>January 2020 April 2020 July 2020</p>
<p>Total budgeted cost:</p>					<p>£6,569</p>

REVIEW OF 2018/19 EXPENDITURE:

Quality teaching for all:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
A, B, C, D	<p>Deploy an additional teacher to Y6 for 5 mornings a week to reduce class sizes and provide specific support/challenge in Reading, Writing and Maths.</p> <p>Support to then be provided to Y5 during Summer Term.</p>	<ul style="list-style-type: none"> • See above data for Y6 end of KS2 Assessment data • Small class size had a positive impact on learning and feedback for pupils • Targeted support and interventions were put into place swiftly to address misconceptions • Additional Y6 teacher provided coaching and mentoring for the Y6 class teacher who was new to the year group 	<ul style="list-style-type: none"> • Maths to become the key area of focus in 2019/20 • Access Maths Mastery programme to develop and strengthen approaches to Maths • Source CPD and intervention programmes to support improvements with and problem solving and reasoning in particular as identified from Y6/KS2 assessment analysis 	£39,864
A, B, C, D	<p>To provide small group interventions in KS2 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.</p>	<ul style="list-style-type: none"> • Interventions delivered and evaluated based on English and Maths needs in line with TA Appraisals • Intervention logs detail the clear progress made by at least 85% of pupils from Years 3-6 within each Maths and English group from initial starting points 	<ul style="list-style-type: none"> • For consistency of approach, we will streamline intervention programmes and ensure that all staff receive in house training on: <ul style="list-style-type: none"> ○ Read Theory ○ Spelling Shed ○ TT Rockstars 	
A, B, C, D, E	<p>To provide small group interventions in EYFS and KS1 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.</p>	<ul style="list-style-type: none"> • Interventions delivered and evaluated based on Phonics, Listening & Attention, Reading and Maths needs in line with TA Appraisals • Intervention logs detail the clear progress made by at least 90% of pupils from Reception – Year 2 within each Maths and English group from initial starting points 	<ul style="list-style-type: none"> • Interventions run successfully however in house training to be provided for colleagues new to EYFS and KS1. • Source further Maths training that includes bespoke number and place value interventions with resources to support pupils/staff 	
A, B, C, D, E	<p>To develop a more efficient assessment tracking system to improve outcomes for all PP pupils, but particularly the middle attaining PP pupils, in all year groups with a focus on end of Key Stage progress and attainment.</p>	<ul style="list-style-type: none"> • INSIGHT Tracking System trialled during Autumn 2018 and purchased for Spring 2019 • Clearer analysis provided of disadvantaged pupils in all year groups in Reading, Writing and Maths • Staff more confident and aware of addressing gap between disadvantaged and non-disadvantaged pupils in English and Maths and providing additional levels of support and intervention 	<ul style="list-style-type: none"> • Further develop tracking of PP pupils in foundation subjects • Introduce additional booster classes for all classes to help support PP pupils to raise attainment in Reading, Writing and Maths 	

Targeted Support:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<p>A, B, C, D, E, F, G</p>	<p>Identify groups of learners whose individual needs require a smaller group setting to achieve both academically and socially.</p>	<ul style="list-style-type: none"> • See above data for Y1 Phonics • 50% of the pupils who attended Leapfrog (Nurture Group) passed the Phonics Assessment • Of the 6 pupils who accesses Leapfrog – five out of the six pupils were reintegrated back into class over the Summer Term in order to be ready to transition to Y2 • One child benefitted immensely from a small group setting whilst accessing both internal and external support from outside agencies 	<ul style="list-style-type: none"> • Nurture Group provides a safe environment that enables pupils to thrive. • Further review the transition process of pupils returning to class at a point when they are ready to do so. 	<p style="text-align: center;">£31, 326</p>
<p>A, B, C, E, F, G</p>	<p>Identify individual pupils who would benefit from additional support through Play Therapy in order to alleviate social and emotional conditions in a variety of play and creative arts techniques.</p>	<ul style="list-style-type: none"> • Individual KS2 pupils identified and undertook Play Therapy based on level of need and vulnerability • Data shows improved attendance by the majority of the children who worked with the Play Therapist • Reports reflected an increase in confidence and interaction which was triangulated between, class teacher and those pupils who attended the Nurture Group 	<ul style="list-style-type: none"> • Review Play Therapy provision in order to enhance and support interaction and involvement with families. 	

Other Approaches

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
A, B, C, E, F,	To provide online resources that pupils can access both in school and at home to further and engage and enhance their learning in English and Maths.	<ul style="list-style-type: none"> • <i>TT Rockstars purchased and launched from Years 2-6. Used within school and at home.</i> • <i>Pupil voice, internal tracking data and monitoring evidences that pupils are engaging well with new resources which is impacting positively.</i> 	<ul style="list-style-type: none"> • <i>Need to engage parents/carers with new online approach to homework which will be rolled out from September 2019.</i> • <i>Roll out the use of Read Theory and Spelling Shed across the school to enhance a more consistent approach as part of homework.</i> 	£6,690
A, B, C, D, E, F, G	To provide funding so that pupils can access residential trips, have spiritual/social/cultural experiences. Cross curricular links will be made where possible to support English and Maths curriculum too.	<ul style="list-style-type: none"> • <i>Funding provided to support 4 children attend the Y6 Residential trip to the Conway Centre.</i> • <i>School subsidised the cost of school trips and visits for specific disadvantaged pupils so to avoid them missing out on learning experiences</i> • <i>All pupils took part in all planned day trips or visits so that all pupils had equal and fair learning experiences.</i> 	<ul style="list-style-type: none"> • <i>School to approach parents/carers to help alleviate any pressure in supporting them in times of hardship. This will enhance communication and also involve school taking the lead in the situation rather than wait for the parent/carer to address the situation.</i> 	
E, F, G	To provide a range of motivating attendance incentives to drive improvements in attendance and punctuality	<ul style="list-style-type: none"> • <i>Number of PP Persistent Absentees reduced from 7 pupils in 2018 to 6 pupils in 2019.</i> • <i>New approaches included class attendance rewards, higher profile on weekly newsletter and attendance panel meetings with parents on a half termly basis.</i> 	<ul style="list-style-type: none"> • <i>Attendance action plans to be introduced in 2019/20 to further assist the reduction of Persistent Absentees including PP Persistent Absentees.</i> 	
E, F, G	To improve attendance and develop the skills and interests of pupils via an extensive range of after school clubs led by school staff and outside providers.	<ul style="list-style-type: none"> • <i>A wide range of clubs were provided covering a range of subjects, sports and interests</i> • <i>60 children graduated from Children's University overall based on the hours accrued at after school clubs – 45% of those were PP pupils</i> 	<ul style="list-style-type: none"> • <i>Target and approach certain pupils to attend clubs or improve pupil engagement in clubs by providing clubs of interest via pupil voice</i> 	
E, F, G	To support pupils and families with resources/equipment so that no child is at a disadvantage with regards to their teaching, learning and social needs in line with their peers.	<ul style="list-style-type: none"> • <i>School provided support for families as and when was deemed necessary so that barriers to learning were removed for some pupils.</i> • <i>School accessed 12 food and toy hampers from St Joseph's Centre to help our more vulnerable families at Christmas time.</i> 	<ul style="list-style-type: none"> • <i>School to approach parents/carers to help alleviate any pressure in supporting them in times of hardship. This will enhance communication and also involve school taking the lead in the situation rather than wait for the parent/carer to address the situation.</i> 	

