

Pupil premium strategy statement 2019-2020

St. Mary's Catholic Primary School, Lowestoft



1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£44,818 Received: £50,422.50	Date of most recent PP Review	21.9.19
Total number of pupils	205	Number of pupils eligible for PP	32	Date for next internal review of this strategy	September 2020

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths	40%	86.4%
% making progress in reading	37.5%	54.5%
% making progress in writing	75%	27.3%
% making progress in maths	50%	36.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels on entry of PP pupils particularly in communication, literacy and language
B.	Historical underachievement of pupils impacting on progress in KS2

C	Some PP pupils are also on the SEN register
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External barriers	<i>(issues which also require action outside school, such as low attendance rates)</i>
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D.	Attendance rates
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E	Parental engagement with the school
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	We will see an improvement in the writing and maths progress in all year groups	Progress is evident on the individual PP support records.
B.	Pupil premium pupils are intrinsically motivated to read more widely	The library is accessed more by pupil premium children.
C.	Improve pupils emotional well-being and attitudes to learning.	Improve levels of concentration and self regulation leading to improved progress
D.	Increased parental engagement	Parents will engage in school workshops
E	95% attendance all PP	Attendance in line with national 95%

5. Planned expenditure

Academic year	2019 - 2020
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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?
We will see an improvement in achieving in	Improve the quality of teaching by providing ongoing CPD for staff.	High quality teaching enables all pupils to make good progress.	Detailed analysis on the effectiveness of teaching and learning using:	HOS Subject Leader	Weekly monitoring and evaluation of the quality of teaching.

Reading, Writing and Maths in all year groups	Use of Vnet CPD Support INSET- GDS		Lesson observations Book scrutiny Discussions with pupils Pupil Asset Data Pupils approach to Maths		Pupil Asset data analysed termly. SLT pupil discussion/times table challenge with pupils.
We will see an improvement in progress in Reading	Library and books reviewed -More planned opportunities for pupils to read for pleasure e.g. DEAR/ERIC -Reading is central to each class's timetable	Teaching and support for reading is central to progress across subjects. High quality books and Library will support teaching	Marilyn Brocklehurst Library support assessment of provision		SLT pupil discussion/hear children read.
To rapidly close gaps in learning across all subjects.	Personalised interventions linked to normal teaching, put in place as soon as any slowing of progress is seen. An additional TA is employed to provide Sunrise club interventions before and after school and at lunch time. TA provided targeted support in class. Participate VNET Curriculum Network & training Participate in networks for subject leader	EEF Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the interventions are beneficial. CPD and networking to enhance knowledge and the quality of teaching.	Teachers will provide the most appropriate activity for individual children and they will ensure the TA targeted support in class and Sunrise club TA is equipped to effectively implement interventions. Subject Leaders initiatives effectively developed.	HOS Class teachers Sunrise club staff	TA and teachers ongoing review of progress. The start and end point of interventions will be measured and evaluated. Pupil Asset data analysed termly. Termly Pupil progress meetings.
School Teaching Model Self-regulated learning & metacognition	Improve the quality of teaching across the curriculum for all ages, by providing ongoing CPD for staff to establish a school teaching model based on self-regulated learning & metacognition - activate prior knowledge, leading to independent practice before ending in structured reflection.	EEF Evidence indicates self-regulated learning & metacognition is highly effective teaching method resulting in advances in pupil progress.	Detailed analysis on the effectiveness of teaching and learning using: Lesson observations Book scrutiny Discussions with pupils Pupil Asset Data	HOS EHT	Weekly monitoring and evaluation of the quality of teaching. Pupil Asset data analysed termly. Termly Pupil progress meetings.

Total budgeted cost					£30,000
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?
95% attendance all PP	Offer breakfast club to all PP children. -Introduce weekly attendance announcements in assembly. Class holds attendance cup for the week. Certificates each term.	If children attend breakfast club they will be at school on time. 50% of pupil premium children had less than 95% attendance last year.	Parents invited via letter to take up free place in the breakfast club. Monitor pupil data fortnightly with EWO and addressing issues swiftly.	HOS office staff	Weekly monitoring of attendance data. Termly and end of year. ll
Increased parental engagement	Maths Cafe Workshops for parents. School celebrations PTA functions	Encourage disadvantaged parents to attend events and provide opportunities for discussion with staff. Parent more engaged with school and learning.	Parents invited via letter to attend Maths Cafe and workshops Parents dialogue with staff will improve. Pupils response to work in class and homework will improve.	HOS Teachers	Ongoing teacher assessment and evaluation. Termly Pupil Asset data. Termly Pupil progress meetings.
Children eligible for PP receive	Information leaflet to all new parents	PP numbers suggest new parents may not be aware of PP	Ensure parents are aware of the implication of Free School meals		
					£10,000
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?
Ensure PP children have access to all extracurricular opportunities and to enable them to reach their potential as members of society	-Fund significant educational visits - Funded Breakfast, Homework and after school sports clubs if required.	Some educational visits are beyond the means of lower income families. Some parents need childcare in order to work.	Parents offered via letter	HOS Teachers	Termly review of take up of offer
Total budgeted cost					£4,818
					£44,818

6. Review of expenditure 2019 - 2020

Previous Academic Year 2019 – 2020

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
We will see an improvement in achieving in Reading, Writing and Maths in all year groups	Improve the quality of teaching by providing ongoing CPD for staff. Use of VNET CPD Support INSET- GDS	Attainment of PP achieving expected results matching the National KS2 results for PP at 51%	Due to Covid-19, no formal tests have taken the past year to support the impact of improved teaching and learning. This will continue as a target for the 2020-2021 academic year.	£30 000
We will see an improvement in progress in Reading.	Library and books reviewed -More planned opportunities for pupils to read for pleasure e.g. DEAR/ERIC -Reading is central to each class's timetable	Developing love for reading across the school through rich and varied book resources that match children's interests and support the curriculum. Through designated time for class novels developing reading skills and teaching them in context.	Updated library has increased pupils interest in borrowing books. Due to Covid-19, no formal tests have taken the past year to support the impact on quality of teaching for all. This will continue as a target for the 2020-2021 academic year.	
To rapidly close gaps in learning across all subjects.	Personalised interventions linked to normal teaching, put in place as soon as any slowing of progress is seen. An additional TA is employed to provide Sunrise club interventions before and after school and at lunch time. TA provided targeted support in class.	Attainment Gap between Non PP and PP pupils diminishing to match the national expectation of non PP of 71% to 51% for PP.	Sunrise club effectively targeted PP children where TA works closely with class teachers to support learning and provide additional support to underachieving pupils. Apart from the above mentioned intervention, first quality teaching and in class intervention still needs addressing though delayed intervention plans.	

	Participate VNET Curriculum Network & training Participate in networks for subject leader		Due to Covid-19, no formal tests have taken the past year to support the impact on quality of teaching for all. This will continue as a target for the 2020-2021 academic year.	
School Teaching Model Self-regulated learning & metacognition	Improve the quality of teaching across the curriculum for all ages, by providing ongoing CPD for staff to establish a school teaching model based on self-regulated learning & metacognition - activate prior knowledge, leading to independent practice before ending in structured reflection.	Pupil's confidence in learning evident through independent application as well as attainment data. Developing schema of knowledge contributes to raised attainment and conscientious learning.	Due to Covid-19, no formal tests have taken the past year to support the impact on quality of teaching for all. This will continue as a target for the 2020-2021 academic year.	

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
95% attendance all PP	Offer breakfast club to all PP children. -Introduce weekly attendance announcements in assembly. Class holds attendance cup for the week. Certificates each term.	Partially met success criteria. Breakfast club successful before Lockdown. Now it is being offered only to Key workers children. Attendance has improved from 95.87% to 96.77% overall in corresponding time of year.	This outcome has been met and will be taken off 2020-2021 PP strategy plan. However, attendance of PP will be monitored fortnightly, to ensure that any slip in attendance can be addressed through letters, phone calls and formal meetings whenever necessary.	£10,000
Increased parental engagement	Maths Cafe Workshops for parents.	More parent's volunteers supporting the school	Due to Covid-19, planned activities with parental involvement did not take place,	

	School celebrations PTA functions	More positive feedback – parent surveys Improved attendance	therefore this will continue as a target for the 2020-2021 academic year.	
Children eligible for PP receive	Information leaflet to all new parents	Promoting PP and raising awareness with parents.	Due to Covid-19, planned activities to support PP children did not take place, therefore this will continue as a target for the 2020-2021 academic year.	
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
Ensure PP children have access to all extracurricular opportunities and to enable them to reach their potential as members of society	-Fund significant educational visits - Funded Breakfast, Homework and after school sports clubs if required.	Engagement with learning and extracurricular activities within PP pupils.	Due to Covid-19, planned activities to support PP children did not take place, therefore this will continue as a target for the 2020-2021 academic year.	£4818

7. Additional detail - Current attainment and progress of PP cohort within each class

Pupil Premium AUTUMN 2019

Cohort	Year 1 (0 pupils)		Year 2 (4 pupils)		Year 3 (7 pupils)		Year 4 (5 pupils)		Year 5 (7 pupils)		Year 6 (10 pupils)	
	Attainment Exp % (not pp)	Progress Value points	Attainment Exp % (not pp)	Progress Value added	Attainment Exp % (not pp)	Progress Value added	Attainment Exp % (not pp)	Progress Value added	Attainment Exp % (not pp)	Progress Value added	Attainment Exp % (not pp)	Progress Value added
Reading	N/A	-	100 (97)	100.5	57 (71)	99.3	60 (78)	100.4	86 (87)	100.3	70 (87)	99.5
Writing	N/A	-	100 (90)	100.3	57 (68)	99.6	40 (74)	99.8	86 (83)	99.9	60 (84)	99.5
Maths	N/A	-	100 (86)	100	71 (64)	99.7	60 (78)	100	86 (83)	99.9	40 (64)	99.5