

Pupil premium strategy statement: Our Lady of Peace Catholic Primary School

1. Summary information					
School	Our Lady of Peace Catholic Primary School				
Academic Year	2017/2018	Total PP budget	£91800	Date of most recent PP Review	N/A/
Total number of pupils	658	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Sept 2018

2. Current attainment K.S.2. 2017 (57 children)		
	<u>Pupils eligible for Pupil Premium</u>	<u>All pupils – Expected standard</u>
<u>% achieving in reading, writing and maths – Our Lady of Peace</u>	47.1%	65%
% achieving in reading, writing and maths – National disadvantaged	47.5%	
% achieving in reading, writing and maths – National non - disadvantaged	67.3%	
<u>Reading – Our Lady of Peace</u>	64.7%	71%
Reading – National Average disadvantaged	59.8%	
Reading – National Average non- disadvantaged	76.7%	
<u>Writing – Our Lady of Peace</u>	64.7%	83%


Writing – National Average disadvantaged	66.0%	
Writing – National Average non - disadvantaged	81.0%	
<u>Maths - Our Lady of Peace</u>	52.9%	67%
Maths - National Average disadvantaged	63.3%	
Maths - National Average non - disadvantaged	80.1%	

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

In-school barriers

A.	Oral language skills are lower for pupils eligible for P.P. than for other pupils.
B.	Some children's needs are complex and varied as they may also be identified as SEN and/ or EAL Some children's needs are supported by outside agencies such as Social Care.
C.	Varying parental capacity to support learning.

External barriers

D.	 Attendance Report PP.docx Attendance of pupils eligible for Pupil Premium.
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4. Desired outcomes

	<u>Desired Outcomes and how they will be measured.</u>	<u>Success criteria</u>
A.	Increased oral language.	Development of vocabulary through the Talk for Writing approach.
B.	Development of Reading	Development of Reading skills through the Bug Club Guided Reading scheme and Talk for Writing.
C.	Improvement in progress and attainment in Mathematics.	Pupils will achieve in line with National expectations at the end of K.S.2. Targeted interventions will show impact for P.Prem pupils.

5. Planned expenditure					
Academic year	2017/ 2018				
The three headings below demonstrate how Our Lady of Peace Primary school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. <u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
Whole School Ethos of Attainment for All.					
To improve progress and attainment for groups of pupils deemed to be underachieving.	Provision of a learning environment which provides opportunities for focused interventions.	In order to close gaps an environment is needed in order to facilitate this.	Rigorous termly monitoring of the data. Ensure that environment has high quality maths resources which help to consolidate learning through the use of practical manipulatives.	AHT DHT	July 2018
Improvement in language for all pupils. Enrichment opportunities for all pupils. Development of Outdoor Learning education	Employment of a staff member to lead the Outdoor Learning opportunities for pupils especially in relation to gardening.	Broadening the experiences of all pupils. Enhancing links with parents.	Learning Walks. Pupil Voice Evidence in planning. Ensure that all pupils are timetabled to have opportunities for gardening experiences.	AHT	July 2018
To ensure that Talk for Writing is starting to be embedded across the school, promoting high levels of vocabulary for all learners.	Training in relation to Talk for Writing. Participation in the Primary Writing project in relation to Talk for Writing. Purchasing of related resources.	Research into the Talk for Writing approach and attendance of training delivered by a local school has shown this approach has impact. Consistent approach to the teaching of Writing. Increased emphasis on Reading, development of vocabulary, grammar in context.	Quality First Teaching in all Year groups. Improvement in progress and attainment.	English Leader DHT	July 2018

To provide high quality resources in relation to reading.	Purchase of the Guided Reading scheme – Bug Club in K.S.2.	This will be firstly implemented in K.S.2. This provides pupils with the opportunity to access programme at home. It is structured Guided Reading programme with high quality resources. This will link with the Talk for Writing initiative promoting development of vocabulary and an enjoyment of reading.	Teachers can track the books pupils are reading. Monitoring of Guided Reading.	English Leader DHT	July 2018
To support the development of skills in English for example – National Curriculum strands which relate to performance.	Appointment of a drama coach	Develop confidence and language acquisition.	Monitoring Analysis of data in relation to English. Improvement in progress and attainment.	English Leader DHT	July 2018
To continue to improve the quality of teaching and learning by developing Middle Leaders.	CPD development of Middle Leaders through leadership qualification opportunities and working alongside consultants.	In order to strengthen the leadership time, the training of Middle Leaders is an area where impact can be shown in terms of continuing to improve the quality of teaching and learning.	Training for Middle Leaders will show that they have a greater understanding of data, teaching and learning in relation to their area of responsibility.	HT DHT	July 2018
To deepen understanding of data analysis in relation to Classroom Monitor.	CPD training.	A new assessment system has been purchased by the school. Further training will enhance how the system can be used effectively for deeper analysis.	Staff will have a greater understanding of the system and be able to use this effectively to analysis data and groups. Assessment leader will have a greater understanding of the programme to enable them to analysis data in more depth and identify any trends or areas for development more effectively.	DHT	July 2018

To continue to improve teaching and learning in the Early Years.	Staff to work alongside the Teaching school sharing best practice and developing effective dialogue between staff and pupils.	Investment in long term change which will help all pupils. Effective dialogue between adults and staff in the Early Years has shown to improve attainment.	Sharing of good practice by the Teaching School. Staff to visit the Teaching School and observe good practice. Observations conducted by the Teaching School.	DHT Foundation Leader	July 2018
Total budgeted cost					£68300
<u>Targeted support</u>					
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?
Children are able to participate more in enrichment activities. To engage more with families.	Targeted financial support for parents and children who need assistance.	Supporting the needs of families. Developing confidence in pupils as they are able to participate more in school life.	Monitoring of attendance.	Attendance officer Deputy Head	July 2018
To address emotional and mental health needs.	Training and deployment of an Emotional Learning Support Assistant – ELSA for K.S.2.	Increased number of pupils who require support.	Analysis of intervention. Learning walks.	AHT	July 2018

<u>Mathematics.</u> To ensure that gaps are narrowed in relation to certain groups of pupils.	Appointment of a Maths Consultant to work with the school – one day a week.	Targeted intervention is needed for year 6 pupils.	Monitoring Analysis of data in relation to Maths Improvement in progress and attainment.	Maths Leader DHT	July 2018
<u>Mathematics.</u> To ensure that gaps are narrowed in relation to pupils.	Training in relation to Research Based Maths intervention through the Every Child Maths programme – Edge hill University.	Targeted intervention is needed to close gaps. This is a research-based intervention which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure that regular meetings are held to analyse and access impact of interventions.	AHT DHT	July 2018
<u>Mathematics</u> To provide targeted intervention for year 6 pupils.	Appointment of an Intervention teacher.	Targeted intervention is needed to close gaps in Year 6. The recruitment of a teacher will strengthen quality first teaching.	Monitoring of data. Timetable for intervention teacher.	AHT DHT	July 2018
Total budgeted cost					£23500

Review of expenditure

<u>Previous Academic Year</u>		<u>2016 – 2017</u>		
<u>Total Pupil Premium Budget</u>		<u>£100,000</u>		
<u>Quality of teaching for all</u>				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure that Talk for Writing is starting to be embedded across the school, promoting high levels of vocabulary for all learners.	Training in relation to Talk for Writing.	Standards in writing at the end of K.S.1. were above National. Standards in writing at the end of K.S.2. were above National. In year 6 children eligible for the pupil premium also had SEN needs, EAL needs or complex backgrounds.	The Power of Reading was used alongside Talk for Writing. The use of both approaches did not work effectively. The school will build on the success of Talk for Writing and invest in more training and resources. The school will look to joining the Primary Writing Project in September 2017.	£5000.00
To continue to improve teaching and learning in the Early Years.	Staff to work alongside the Teaching school sharing best practice and developing effective dialogue between staff and pupils.	Improvement in the continuous provision in Early Years resulting in more pupils achieving a Good Level of Development at the end of the Foundation Stage.	The partnership continued to improve the quality of teaching and learning in Early Years – at the end of the academic year teaching and learning was graded as Good with many outstanding features. The school will continue to build on this partnership in the next academic year 2017 – 2018.	£2000.00
<u>Mathematics.</u> To ensure that gaps are narrowed in relation to certain groups of pupils.	The school 'bought in' training from a Maths Consultant who worked with al year groups developing planning and approaches to Mastery teaching.	Improvement in attainment and progress at the end of K.S.1 and K.S.2. In year 6 children eligible for the pupil premium also had SEN needs, EAL needs or complex backgrounds.	To continue the partnership with the Maths Consultant with a focus on the teaching of Fractions. Analysis at the end of K.S.2. showed that children had underperformed in this strand. All year groups to have a morning or afternoon planning a unit of work with the consultant in relation to the teaching of Fractions. The school will extend the partnership by employing the Maths Consultant one day a week to specifically to work in year 6. Maths continues to be a whole school focus as K.S.2.attainment was below National.	£4000.00

<u>Mathematics.</u> To ensure that gaps are narrowed in relation to pupils.	Training in relation to Research Based Maths intervention through the Every Child Maths programme – Edge hill University.	Targeted intervention is needed to close gaps. This is a research-based intervention which has been independently evaluated and shown to be effective in other schools.	The interventions showed that pupils had made good progress and gaps had begun to narrow. The interventions now need to be more closely targeted to specific pupils rather than larger groups of pupils. Through the investment in continuing to improve quality first teaching this should be possible in the academic year 2017 – 2018. Training needs to enable more staff to deliver the programme is needed in 2017 – 2018.	£6000
To provide targeted support for families in need.	Children are able to participate more in enrichment activities. To engage more with families.	Supporting the needs of families. Developing confidence in pupils as they are able to participate more in school life.	Pupils were able to attend the year 6 residential school trip. Certain families were supported with the purchasing of new school uniform.	£3000.00
Improving outcomes for pupils through the use of quality text types.	Children are exposed to a wide range of reading materials.	Improvement in outcomes for pupils. Books were purchased to cater for the high ability pupils in relation to the school's reading scheme.	Pupils had become 'free readers' too early. The purchase of higher level books ensured that the reading material was in line with National Curriculum standards and were good quality text types.	£4000.00
To continue to improve the quality of teaching and learning.	Development of Middle Leaders/ year band leaders.	Middle leaders will have a greater understanding of their role. Greater accuracy in monitoring and holding others to account.	Year band leaders were appointed for each year. Leadership needs to widen further with the recruitment of Phase Leaders for the academic year 2017 – 2018.	£5000.00

Targeted support

Desired outcome	Chosen action/approach	Estimated impact.	Lessons learned	Cost
To address emotional and mental health needs.	To recruit an HLTA to lead ELSA. To train an L.S.A to also deliver ELSA in K.S.1.	The provision for Emotional support has provided pupils with an opportunity to process difficult situations or information.	The provision of an ELSA is needed in K.S.2.	£8750.00
<u>Mathematics.</u> To narrow gaps in relation to Maths for P.Prem pupils.	Recruit an intervention teacher to provide targeted intervention for P.Prem pupils.	Attainment at the end of K.S.2. will show that the gap is closing.	This intervention was not effective. The gap is widening for disadvantaged pupils. The continuing partnership with the Maths consultant working one day a week at the school with the teacher in class will replace this.	£36100
To provide feedback to pupils who are eligible for pupil premium.	Pupil Premium Conferencing time allocated to each teacher in K.S.2.	Instant feedback shows an improvement in progress and attainment.	Research – Hattie - has shown that quality feedback can impact on standards. Consideration needs to be given to how this can be continued re: allocation of time across the primary school.	£2064.00
To enable all Pupil Premium pupils to participate in an after school club.	All pupil premium pupils will be offered a free after school club.	Opportunity to engage in an activity. Increase in confidence.	Not all parents took up the offer. Continue to offer next academic year 2017 – 2018 as requested by parents.	£7000.00

Other approaches

Desired outcome	Chosen action/approach	Estimated impact.	Lessons learned	Cost
To improve the quality of assessment.	Purchase of Classroom Monitor and tablets to aid Formative Assessment.	Use of Formative Assessment to inform planning. Increased understanding by all staff in relation to 'life without levels.' Greater understanding of the New National Curriculum.	Further training is needed re: the use of the system. Staff are using the tablets to record assessment instantly.	£5064.00
To develop an understanding of how the funding can be used effectively.	Training delivered by Marc Rowland.	Training delivered by Marc provided staff with a greater understanding of disadvantaged pupils.	Continue to investigate training.	£2000.00

To develop outdoor learning.	Recruitment of a Gardener.	Enrichment opportunities for all pupils. Development of language/ science knowledge.	Continue in the academic year 2017 – 2018.Due to staff member leaving look to recruit for less expenditure.	£10,000
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Additional details

Further information in relation to the progress of Pupil Premium pupils compared with Non – Pupil Premium pupils can be accessed within the embedded document.



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2016 - 2017.docx