

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

1. Summary information					
School	Our Lady of Peace Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£76000	Date of most recent PP Review	N/A/
Total number of pupils	621	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Sept 2019

2. Current attainment K.S.2. 2018 (58 children)		
<u>11 pupils in K.S.2. – 2017 - 2018</u>	<u>% achieving National standard.</u>	<u>National Average for Non - Disadvantaged</u>
<u>% achieving in reading, writing and maths – Our Lady of Peace</u>		
<u>Reading – Our Lady of Peace</u>	18%	70%
<u>Reading – Our Lady of Peace</u>	36%	77%
<u>Writing - Our Lady of Peace</u>	36%	81%
<u>Maths – Our Lady of Peace</u>	18%	80%

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. This impacts on writing.	
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 of pupils eligible for Pupil Premium.	
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. Development of vocabulary within EYFS.
B.	Development of writing.	Development of writing through the Talk for Writing approach. Development of vocabulary.
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 in progress for Pupil Premium pupils.

5. Planned expenditure					
Academic year	2018 / 2019				
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>
<u>Whole School Ethos of Attainment for All.</u>					
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 2019
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 2019

To develop communication and language in the Early Years	<b>Purchase of resources for Early Years to develop language and vocabulary.</b>	Research from Department of Education – Statistical first release: Early Years Foundation Stage Profile Results 2014 - 2015	Rigorous monitoring by Assistant Head teacher for Early Years. Analysis of data.	AHT DHT	July 2019
To ensure that Talk for Writing is 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 training delivered by the Primary Writing Project team has shown that 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 2019
To improve communication with families To ensure disadvantaged pupils continue to make at least good progress. To improve attainment for disadvantaged pupils.	Training with Achievement for All Coach – 2 year project.	The Achievement for All project is a whole – school improvement framework supported by the DFE. It has demonstrated outstanding results in the support of pupils vulnerable to underachievement. The school will work with an Achievement for All Coach throughout the academic year 2019 – 2019. The aim is to increase progress and attainment for disadvantaged pupils and engage with hard to reach families,	Analysis of data by Achievement for All Coach.	HT DHT	July 2019
To provide quality feedback to all pupils – targeting the disadvantaged pupils.	Appointment of a sports coach to teach P.E. across the school – teachers provided with non – contact time in which to provide quality feedback to pupils.	Evidence from the EFF highlights that feedback raises attainment and progress.	Data analysis Pupil voice	HT DHT	July 2019

To provide high quality resources in relation to reading.	Purchase of the Guided Reading scheme – Bug Club in K.S.1	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 2019
<b>Total Budgeted Cost</b>				<b>£60754.00</b>	
<b><u>Targeted support</u></b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
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 2019

To address emotional and mental health needs.	Training and deployment of an Emotional Learning Support Assistant – ELSA across the school – SENCO to be trained in K.S.1.	Increased number of pupils who require support.	Analysis of intervention. Learning walks.	AHT	July 2019
<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.	<u>Maths Leader</u> <u>DHT</u>	July 2019
<b>Total budgeted cost</b>					<b>£14971.31</b>
<b>Whole School Ethos of Attainment for all</b>			<b>£60754.00</b>		
<b>Targeted Support</b>			<b>£14971.31</b>		
<b>Total</b>			<b>£75725.31 – Approx spend</b>		

## Review of expenditure

<u>Previous Academic Year</u>		<u>2017 – 2018</u>		
<u>Total Pupil Premium Budget</u>		<u>£91800</u>		
<u>Quality of teaching for all</u>				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve progress and attainment for groups of pupils deemed to be underachieving.	Provision of a learning environment which provides opportunities for focused interventions.	Pupils will have a room where quality interventions can be carried out. This will also serve as a respire room at lunchtime. ELSA pupils who experience difficulties at playtime will be able to use this room.	The intervention room has had a positive impact on lunchtime play. Pupils use the room when they need to. Interventions have been carried out and pupils have made good progress through targeted interventions.	£16200.00
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.	The Gardening Club has been a success with all pupils. Pupils have gained learning experiences with links to science and healthy eating. Pupils have grown their own flowers and sold these to parents.	£7000.00
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.	Improvement in the teaching of writing. Improvement in a structured approach to planning. Improvement in progress and attainment.	This is a two year project and training informs the school that this project takes effectively 7 years to embed in a school. The school will continue to be part of the PWP in the academic year 2018 – 2019.	£5000.00

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.	This has been successful with pupils able to access quality texts at home. Teachers are able to see how often pupils are reading and also the text types chosen.  This will be implemented in K.S.1. – 2018 - 2019	£7100.00
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.	The school will not continue this in 2018 – 2019. Links to the Talk for Writing sequence were not consistently made and not enough impact could be seen.	£13100.00
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.	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.	One Middle Leader did achieve the Middle Leadership qualification. Middle Leaders are continuing to develop and this will be enhanced further through the Achievement for All Project.	£1900.00
To deepen understanding of data analysis in relation to Classroom Monitor.	CPD training	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.	Staff and Leaders have a greater understanding of the system.	£1000.00



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.	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.	Improvement in percentage of pupils achieving a Good Level of Development at the end of 2017 - 2018	£2000.00
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact.</b>	<b>Lessons learned</b>	<b>Cost</b>
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.	The school recognises that provision needs to be made to support families and pupils.	£3000.00
To address emotional and mental health needs.	Training and deployment of an Emotional Learning Support Assistant – ELSA for K.S.2.	Pupils will be better equipped to learn through ELSA support.	This need is rising in the school. The school will seek to train the K.S.1. SENCO as an ELSA in order to provide support to pupils as required.	£500.00
<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.	Improvement in progress and attainment at the end of K.S.2.	Targeted support is needed for disadvantaged pupils who have fallen behind their peers. More able disadvantaged pupils also need to be targeted and the school will focus on these pupils in 2018 - 2019	£11000.00
<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.	Research Based Intervention will show progress for those pupils who are part of the intervention programme.	The school has now built upon its successes with this programme and will continue to deliver Every Child Count Interventions in 2018 – 2019.	£1000.00

<u>Mathematics</u> To provide targeted intervention for year 6 pupils.	Appointment of an Intervention teacher.	Targeted intervention is needed to close gaps. The recruitment of a teacher will strengthen quality first teaching.	The school will not continue with this approach as there was not sufficient impact.,	£8000.00
The school will carry forward at surplus budget of £15000.				

### 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.



PUPIL PREMIUM  
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