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

1. Summary information					
School	Our Lady of Peace Catholic Primary School				
Academic Year	2019/2020	**Total PP budget**	£82400	**Date of most recent PP Review**	June 2019
Total number of pupils	582	**Number of pupils eligible for PP**	55	**Date for next internal review of this strategy**	Sept 2020

2. Current attainment for all pupils in K.S.2. 2018 - 2019		
14 pupils in K.S.2. – 2018 - 2019	% achieving National standard.	% National Average for all pupils
% achieving in reading, writing and maths – Our Lady of Peace **Reading – Our Lady of Peace**	**64%**	**65%**
Reading – Our Lady of Peace	**72%**	**73%**
Writing - Our Lady of Peace	**77%**	**78%**
Maths – Our Lady of Peace	**91%**	**79%**

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. Persistent attendance for some pupils.

4. Desired outcomes		
	Desired Outcomes and how they will be measured.	**Success criteria**
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	**2019 - 2020**				
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. 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?**
Whole School Ethos of Attainment for All.					
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 2020
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 2020

To provide bespoke resources for pupils identified as both SEN and Pupil Premium. English related.	Resources purchased which will narrow the gap and ensure good progress	OFSTED area for development. Gap is not closing.	Inclusion leader and SENCO's to monitor through learning walks. English leader will monitor,	IM DHT SENCO'S	July 2020
To provide bespoke resources for pupils identified as both SEN and Pupil Premium. Maths related.	Resources purchased which will narrow the gap and ensure good progress	OFSTED area for development. Gap is not closing.	Inclusion leader and SENCO's to monitor through learning walks. Maths leaders will monitor.	IM DHT SENCO'S	July 2020

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 ?**
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. Focus on Persistent Absentees.	Attendance officer Deputy Head	July 2020
Mathematics. 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. Provision for the more able pupils in year 4 will also be a focus. This group of pupils were targeted in year 3 with effect from Jan 2019 and this will continue in year 4.	Monitoring Analysis of data in relation to Maths Improvement in progress and attainment.	Maths Leader DHT	July 2020

Appointment of a Pupil Premium Champion.	Pupil Premium Champion will work alongside the DHT in supporting this group of pupils.The HELP approach will start to be implemented by the Pupil Premium Champion. Home Environment Learning Pastoral	Bespoke support for Pupil Premium pupils.	Monitoring Meetings with Pupil Premium Champion	DHT	July 2020
				Total budgeted cost	**£**

Whole School Ethos of Attainment for all	**£32000.00**
Targeted Support	**£42656.00**
Total	**£74656.00**
Outstanding balance to be allocated based on assessment of need.	**£7744.00**

Review of expenditure				
Previous Academic Year		**2018 - 2019**		
Total Pupil Premium Budget		**£76000**		
Whole School Ethos of Attainment for All.				
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.	In order to close gaps an environment is needed in order to facilitate this. As a result of the new learning environment key pupils have been provided with interventions which include ELSA sessions which have enable this group of pupils to make progress.	The importance of ensuring that the Emotional well - being of pupils is of paramount importance.	£12535.00
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. Provision of outdoor learning opportunities linked with other curriculum areas e.g. Science. Children gaining a pride in growing flowers and vegetables which were then sold at the school fete in June 2019.	Providing pupils with opportunities to learn outside of the classroom environment. This provision will continue in 2019 – 2020.	£7000.00
To develop communication and language in the Early Years	Purchase of resources for Early Years to develop language and vocabulary**.**	Research from Department of Education – Statistical first release: Early Years Foundation Stage Profile Results 2014 – 2015 Development of spoken language through quality resources. Data at the end of 2018 – 2019 showed that percentage of pupils who had met the Communication and Language standard was 85.5%	The school recognises the importance of the development of language at the start of Nursery and Reception.	£8000.00

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.	The school is part of the two year Primary Writing Project. Training has been given to all staff from the Primary Writing Project team and continues to be delivered as the school enters its second year. The development of language is evident in the writing however the school now needs to focus on spelling, punctuation and grammar within the Talk for Writing process. Whilst there will not be an allocation from the budget the school will continue with Talk for Writing.	£8000.00
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,	The school has been disappointed with the Achievement for All project. The coach failed to support the school as detailed in literature from the project and subsequent meetings. As a result, the school will not continue with this project and will look for other ways to engage parents.	£7140.00
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.	The school will continue to fund release time for all teachers in K.S.1. and K.S.2. Feedback has shown improvements in progress for this group of pupils.	£12960.00
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.	The tracking of disadvantaged pupils has shown that some are not accessing the Bug Club at home. The school will continue with this scheme but it will not be funded from the budget. The school will continue to monitor whether disadvantaged pupils are accessing the Bug Club at home and will put support in place for those who are not.	£5119.00

Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact.**	**Lessons learned**	**Cost**
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 has significantly supported families in relation to financial hardship. Assistance includes the purchasing of school uniform, provision at both Breakfast and After School Club and payment for school trips. Attendance at clubs such as the Sewing Club is also supported by the budget. The year 6 residential trip enabled many disadvantaged pupils to experience a wide range of activities as well as gaining important life skills in 'living away' from home for a short period.	The school will continue to support financial hardship. Discussion with Ofsted March 2019 supported the ethos of the school in that no child is 'left out' of activities due to financial hardship.	£2000.00
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.	The school has an increased number of pupils who require support. The training of the K.S.1. SENCO has enabled her to gain an understanding of the programme at whole school level and provide support as required.	The school will continue with the ELSA programme but this will not be funded by the budget as staff have been trained accordingly over the last 2 – 3 years. Feedback from Ofsted – March 2019 recognised the success of this programme as the school was able to clearly show impact.	£1000.00
Mathematics. 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. The more able disadvantaged pupils in particular achieve Greater Depth at the end of K.S.2.	Data at the end of K.S.2. showed that the more able pupils achieved Greater Depth in Mathematics. Progress in year 6 for this group of pupils was good.	£12246.00

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 PROGRESS - ACADEI