



## **St. Catherine's R.C. Primary School**

### **Pupil Premium Strategy: 2019-2020**

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#### **What is Pupil Premium?**

The Pupil Premium Grant is additional funding provided to the school, over and above that provided for other children, to support the achievement and inclusion of children who are currently in receipt of free school meals, or who have been in the past. It is vital that any parent whose child is eligible for pupil premium applies, even if they do not choose to claim the free meals, as the grant enables us to provide extra resources for your child. Additional funding is also provided for children who are, or who have been, in the care of the Local Authority. This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

#### **What do we do with this funding?**

The government allows us to spend this money in a variety of ways. We make sure that it impacts the children positively by improving their literacy and mathematical skills, as well as their social and emotional wellbeing. We aim to close the gap between the outcomes for those in receipt of Pupil Premium funding and other children, in line with national figures.

#### **What are the Pupil Premium Priorities for 2019-2020?**

We have looked at the needs of the children within St Catherine's who are in receipt of Pupil Premium funding and the barriers to educational achievement for those children and found them to be as follows:

- Development of good reading habits from an early age
- Knowledge of key writing skills
- Lack of knowledge and confidence in applying Maths skills
- Low levels of social and emotional resilience which impact on learning
- Attendance and punctuality
- Access to extra-curricular activities and educational enrichment experiences such as educational visits, music tuition

### How do we review the impact of this money?

Each term we look at how individual children and groups are making progress. We do this at our 'Pupil Progress Meeting' with each teacher and their Phase Leader. Mrs Richardson looks specifically at the progress of children who are in receipt of Pupil Premium funding. The Pupil Premium Governor meets at least termly with Mrs Richardson to discuss the progress of our Pupil Premium children. A report is collated which is presented to our Governing Body Curriculum Committee. The committee makes sure we are spending the money efficiently so that it is helping children to get better outcomes in their learning. It is also reviewed by the Finance committee who check regularly on how we spend our budget.

### Pupil Premium Profile

School Context					
Total Number eligible for PP	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years - Ever 6 Free School Meals	Number of looked after children (LAC)	Number of post LAC
33	14	19	26	2	5

Total Amount of Funding: £46,800

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended outcomes</b>
<p>Low standards in English including poor writing levels</p> <p>Specific intervention: Pathways to Write - a whole scheme approach to improving writing.</p>	<p>Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.</p> <p>The units are linked to high-quality texts to ensure engaging and purposeful English lessons.</p> <p>Effective teaching strategies to challenge greater depth writers are included within each unit of work</p>	<p>Purchase of the scheme and the books to support it.</p> <p>Training for writing leads</p> <p>In house training for all teaching staff on how to implement the programme</p> <p>To plan and timetable moderation of pupils' writing and the impact of the scheme on all children with particular focus on the Pupil premium</p>	<p>£1521.63</p> <p>7 hrs</p>	<p>It is expected that all children in Key Stage 1 and 2 will benefit from this scheme. This targets reluctant writers and therefore the impact on disadvantaged children is expected to be significant.</p> <p>Children will make accelerated progress with their writing, narrowing the gap between current attainment and age related expectations.</p>
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
<p>Low standards in English including poor reading levels</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> <li>- Additional Phonics sessions for year 3</li> <li>- Inference Intervention for year 6</li> <li>- Reading Intervention- working on gaps Year 6</li> </ul>	<p>These interventions involve:</p> <ul style="list-style-type: none"> <li>- good understanding of the phase 5/6 phonics</li> <li>- Practising independent reading skills on familiar texts</li> <li>- Developing pace and fluency in reading</li> <li>- Ongoing assessment</li> <li>- Working on unfamiliar text leading to independence and understanding</li> </ul>	<p>To select children from Year 3 and from Year 5/6 who would benefit from the programmes</p> <p>Assessment of starting point to be identified</p> <p>To plan and timetable 1x TA for additional phonics sessions 2x30 mins weekly</p> <p>To plan and timetable the deployment of HLTA to support working 1:6 for 30 mins 4x weekly (Year 6 Inference)</p> <p>To plan and timetable the deployment of 1x TA 1x 20-30 mins reading intervention working on gaps in reading in Year 6</p>	<p>£2042.43</p>	<p>It is expected that a minimum of 6 children will receive this intervention over the year.</p> <p>Children will make accelerated progress with their reading, narrowing the gap between current attainment and age related expectations.</p> <p>Children will transfer these skills to class work, demonstrating higher standards in Guided Reading, comprehension and writing.</p>
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
<p>Children who are struggling to meet the age related expectation in maths</p> <p>Targeting Year 5 and 6</p>	<p>Success@arithmetic has an average Number Age gain of 13.5 months in 3.5 months – four times the expected rate of progress. 81% of learners achieved national expectations at the end of the year, despite not being originally predicted to do so.</p>	<p>Baseline Assessment to provide measure Diagnostic Assessment by the Teacher to identify gaps and design an individual learning plan and to be delivered.</p> <p>To plan and timetable the deployment of HLTA to support working 1:6 for 2 x 45min (Year 5) 4 x 45 mins (Year 6)</p> <p>Strategies and resources used within the intervention will also be used to support the children in the lessons.</p>	<p>£2385.05</p>	<p>Over the course of 2019-2020 it is expected that 5 children will participate in the programme which will: Support them to understand calculation and develop fluency with formal written methods</p> <p>This will result in accelerated progress in Maths:</p> <ul style="list-style-type: none"> <li>- narrowing the gap to ARE.</li> <li>- bringing attainment line with age related expectations</li> </ul> <p>Children will transfer these skills to independent class work, demonstrating higher standards in Maths.</p>
<p><b>Impact Evaluation:</b></p>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
<p>Children who are struggling to meet the age related expectation in maths</p> <p>Targeting Year 3 and 4</p>	<p>Over 8,000 pupils in Years 4 to 11 have been supported by Success@Arithmetic in 1,500 schools.</p> <ul style="list-style-type: none"> <li>•They made an average Number Age gain of 14.0 months in 4.5 months – almost 4 times the expected progress</li> <li>•92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so.</li> </ul>	<p>Success@Arithmetic Number Sense further training internally of 1 more TA</p> <p>Baseline Assessment to provide measure Diagnostic Assessment by the Teacher to identify gaps and design an individual learning plan</p> <p>TA to deliver intervention of teachers planning using the strategies of the intervention. 1 hr per week Year 4, 1 hr per week Year 3</p>	<p>£904.80</p>	<p>It is expected that a minimum of 4 children will participate in the programme which will:</p> <p>Support them to understand the number system and develop fluency with number facts</p> <p>Number intervention for a further 1 child whose levels are too low currently to access the intervention.</p> <p>Children will make accelerated progress with number, narrowing the gap between current attainment and age related expectations.</p> <p>Children will transfer these skills to class work, demonstrating higher attainment in Maths</p>
<p><b>Impact Evaluation:</b></p>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
Pupils struggle with unstructured time and need provision at lunchtime to ensure they are ready to learn following the lunchtime break.	Pupils are more settled and ready to learn.	Lunchtime club to be set up. 4x 45minutes TA	£2880.03	Pupils have access to structured lunchtimes and so are ready to learn in the afternoon.
Pupils are not completing the consolidation homework set.	Pupils benefit from completing the homework and having targeted support where needed	Homework club Teacher to set up- 2 x 30minutes per week		Pupils consolidate their learning through the homework set and complete it with teacher support.
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
Low aspirations of Pupil Premium children who have the potential to achieve more than the expected progress and therefore achieve the higher standard.	Children who are currently meeting the end of year expectations require additional support and motivation to help them achieve greater depth	1 x TA working with specific children within their year group targeting specific greater depth objectives planned by the Class Teacher 25 hours per week targeted TA support	£20,541	It is expected that 11 children will access this support covering Reading, Writing and Maths.  A higher proportion of Pupil Premium children making accelerated progress, achieving a higher proportion of greater depth objectives.
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
<p>Low levels of confidence, self-esteem and working co-operatively with others</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> <li>- Forest School</li> </ul>	<p>Pupils need to develop self-belief in order to reach their full potential</p> <p>Forest School's ethos is to allow children to experience learning in an outdoor environment. This is a long term project and it is expected that children who take part do so for at least 2 full terms</p>	<p>Ongoing training as and when needed to keep Mr Rodriguez up-to-date with Forest School initiatives</p> <p>Materials for Forest School</p> <p>1 HLTA/1 TA to deliver Forest School Sessions 2x afternoons, weekly.</p>	<p>£2000</p> <p>£500</p> <p>£11,058</p>	<p>Over the course of 2019-2020 it is expected that all Key Stage 2 children will have access to Forest School Programme which will support children in: Social interaction, team building, decision making, confidence building</p> <p>Measures show positive impact of Forest School on social and emotional area of learning and attitudes to learning, promoting attainment and progress.</p>
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
<p>Personal family issues which can impact on the child's learning</p> <p>Specific intervention to address this:</p> <ul style="list-style-type: none"> <li>- Caritas Social Worker</li> </ul>	<p>Caritas provide expert advice from a qualified social worker who will work with the children and family to support in times of crisis. This will give children the best chance to achieve their potential</p>	<p>Caritas Social Worker 1 day per week focusing on:</p> <ul style="list-style-type: none"> <li>- support children on a 1:1 basis</li> <li>- training to whole classes on PANTS (the underwear rule) about keeping children safe from sexual abuse.</li> <li>- courses in Relaxed Kids targeting children with social and emotional needs</li> <li>- Super Skills programme for Year 4</li> <li>- Support for parents through drop-ins and home visits where appropriate</li> </ul>	<p>£11,000</p>	<p>Family feedback identifies the impact of support. Children feel supported by school Emotional health and well-being is given a high priority</p>
<p><b>Impact Evaluation:</b></p>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
Poor attendance which impacts on progress and attainment.	High attendance results in greater progress and attainment.	Phase Leaders, supported by HLTAs, to oversee the attendance of their phase and to act on poor attendance quickly.	£1300	Children's attendance will improve resulting in increased access to learning and therefore greater progress and higher attainment.
<b>Impact Evaluation:</b>				

<b>Barrier to learning</b>	<b>Rationale</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended Outcomes</b>
Low attitudes to learning as a result of less access to educational visits and opportunities to enhance learning.	Educational visits, music tuition and other extra curricular activities enhance the children's learning but also their engagement and attitude to school	School to support Year 6 Pupil Premium children with a £100 contribution to the overall cost.  School to fund educational visits, where needed for Pupil Premium children.	£1500	Pupils learning and love of learning is enhanced.  Engagement and attendance improve  Evidence of increased: Social interaction, team building, decision making, and confidence building
<b>Impact Evaluation:</b>				

Total spend

£55,832.94