**PUPIL PREMIUM STRATEGY 2019 - 2020**

**St Bridget’s Catholic Primary School**

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| 1. **Summary information** | | | | | | | | | |
| **Academic Year** | | **2019-2020** | **Total PP budget** | £63,360 | |  | | | |
| **Total number of pupils funding based on:** | | 168 | **Number of pupils eligible for PP** | 42  25% | | **Date for next internal review of this strategy** | | | July 2020 |
| 1. **Current attainment** | | | | | | | | | |
| **Attainment for: 2018-2019** | | | | | *Pupils eligible for PP %* | | | *All others Nationally %* | |
| **% achieving expected standard or above in reading, writing and maths** | | | | | 100% | | |  | |
| **% achieving expected standard or above in reading** | | | | | 100% | | |  | |
| **% achieving expected standard or above in writing** | | | | | 100% | | |  | |
| **% achieving expected standard or above in maths** | | | | | 100% | | |  | |
| 1. **Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | *Success criteria* | | |
|  | **Close the attainment gap from Reception – Year 2**  **Rationale:** In 2019 PP pupils in the Infants did less well in Reading, Writing and Maths than non PP pupils. Although all pupils made expected progress, differences between PP and non PP ARE remain. | | | | | | * Identified pupils in EYFS and KS1 continue to make at least expected progress to reduce the attainment gap further. * Smooth transition between EYFS - Y1 and Y1 - Y2. | | |
|  | **To sustain the proportion of children making expected (sufficient) progress and the % of children at ARE from their starting points**.  **Rationale:** There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly, to not only support their progress and attainment but to ensure that any barriers to learning are identified and overcome. Pupil Premium analysis revealed that targeted intervention is having a positive impact on those children identified as Pupil Premium. Provision will be given for early intervention in KS1 and to those who have fallen behind in KS2. | | | | | | * Barriers to learning are identified and strategies are in place to successfully reduce them. * PP pupils attain as high or in excess of non PP pupils nationally * PP pupil progress is at least in line with non PP. * Tracking of all PP pupils across the school improves identifying gaps in learning earlier so intervention has an impact. | | |
|  | **To improve curriculum engagement and outdoor adventure learning for disadvantaged pupils.**  **Rationale:** ‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’ | | | | | | * 90% attendance (PPG children) on all educational visits * All children have access to a broad and balanced curriculum which enhances life experiences. All children have the opportunity to attend a residential within their KS2 experience. * Greater care is taken to match experiences that support the learning within the curriculum * Opportunities to broaden enrichment activities are taken focusing on PP needs. | | |
|  | **To increase resilience, prevention and early intervention of the mental wellbeing of children across the school.**  **Rationale**: SENDCO & staff identified a number of children who would benefit from emotional literacy support | | | | | | * Children feel more confident and have a more positive outlook, including improved self-esteem and self-worth. * Children to develop their capacity to discuss their emotions and seek help appropriately within school. * Pastoral Care Mentor effectively supporting children to improve resilience and mental wellbeing. | | |
|  | **The attendance of PP children improves: Attendance for all children continues to show the sustained improvement over 2019-2020.**  **Rationale:** There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly, to not only support their progress and attainment but to ensure that any barriers to learning are identified and overcome. | | | | | | * Target set for 96% for 2019-2020. Current 94.57% * By the end of Autumn Term, half termly attendance figures show continued improvement. * Clear tracking for all children and groups of children is analysed to look for persistence and patterns. * Pupil voice and parental views show increased awareness of importance of attendance and the promotion of good attendance. * Decrease in persistent absence over time. * Groups of children whose attendance fails to improve are quickly identified and action is taken (attendance panel meetings). * Early help accessed if identified. | | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-2020** | | | | |
| **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?** |
| **A. Close the attainment gap from Reception – Year 2** | Improve the quality and consistency of first teaching in the EYFS, Year 1 and Year 2 focussing specifically on feedback. | The Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers’ time with tightly focused direct teaching.  Reducing class size appears to result in around three months' additional progress for pupils, on average <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>  There is a substantial number of reviews and meta-analyses of the effects of feedback. Feedback has effects on all types of learning across all age groups and pupils can gain +8 months  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  Research suggests that it should be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y…”) | High quality provision with well-qualified and well-trained staff is essential. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, quality first teaching of phonics (RWI), the development of early number concepts and non-verbal reasoning.  Monitoring reveals that staff provide specific guidance to pupils on how to improve and not just tell children when they are wrong.  Staff to be supported with effective professional development. | Assistant HT for KS1 / EYFS.  EYFS lead.  EYFS staff and KS1 Staff | December 2019,  March 2020,  July 2020 |
|  | PP pupils to make (or exceed) expectations for progress and attainment. | Evidence from the EEF Teaching and Learning Toolkit  <https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/> suggests that early years and preschool interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.  Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.  Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | Utilise the resources from the Cumbria Speech and Language Toolkit.  Intelligent analysis of hard and soft data through the school’s robust school monitoring cycle, provision will be continuously evaluated. Implement use of tapestry to record and support evidence based assessments – improving links and partnerships with parents.  EYFS baseline assessments are accurate and robust.  Participate in the EYFS baseline pilot 2019-2020.  Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching.  All Infant staff take part in Read Write Inc 2 day training and monitor the delivery and consistency in teaching across all phonics groups. | Assistant HT for KS1 / EYFS.  EYFS lead.  EYFS staff and KS1 Staff  Phonics leader | December 2019,  March 2020,  July 2020  **Total Allocation**  **£10,000** |
| **B. To sustain the proportion of children making expected (sufficient) progress and the % of children at ARE from their starting points**. | To enhance CPD to ensure high quality first teaching. | Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research (See Sutton Trust (2011) and Social Mobility Commission (2014b) which has found that good teachers are especially important for pupils from disadvantaged backgrounds (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)  Leaders in more successful schools ensure their staff have the skills and training to take on more specialist roles (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015) | Evaluation staff skills to distinguish strengths and areas for development.  Develop a new system for identifying, recording and monitoring CPD training and the dissemination of materials.  AHT to devise training CPD plan for school. Continuation of quality first teaching focus. | AHT – T/L |  |
| Improve the robustness of the monitoring cycle, increasing the frequency of monitoring and moderation across all subject areas for teaching assistants. | More successful schools use data to identify pupils’ learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly.  Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. | Intelligent analysis of hard and soft data through the school’s robust school monitoring cycle, provision will be continuously evaluated.  Robust and frequent Pupil Premium/Pupil Progress Reviews.  Feedback CPD to be delivered to Teaching Assistants. | AHT’s for T and L and Inclusion. |  |
| Provide bespoke additional one to one/small group support for targeted individuals. | More successful schools make sure they have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Evidence suggests that, on average, behavioural interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.  More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work collaboratively to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs. | Designate specific staff to support individuals.  Provide bespoke CPD opportunities for staff designated to working with specific individuals. | SLT – PP reviews.  All staff  Identified TA’s  DH, JH and MW | December 2019,  March 2020,  July 2020  **Total Allocation**  **£36,000** |
| **C. To improve curriculum engagement and aspiration for disadvantaged pupils.** | Identify barriers to learning and find ways to overcome them. This will be through the establishment of nurturing activities in class, breakfast and after school clubs, targeted provision and residential trip access.  To continue to subsidise residential visits for Pupil Premium children. | Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.  Additional, Evidence from the EEF Teaching and Learning Toolkit (https:// educationendowmentfoundation.org.uk/evidence-summaries/teaching- learning-toolkit/collaborative-learning/) claims that collaborative learning produces results of +5 months progress. The impact of collaborative approaches on learning is consistently positive.  Analysis of previous attendance records shows that pupils eligible for PP do not attend trips and/or residentials.  Analysis of On Entry and Early Help over time shows that some children has less opportunities to access opportunities in the wider world. | Allocate appropriate staff and resources to facilitate a range of enrichment trips.  Collect and analyse pupil and parent voice.  Provide exciting residential trips and capture pupil and parent voice to quantify the impact | Curriculum Enrichment lead to monitor PP uptake. | July 2018  **Total Allocation**  **£3000– residential payment for 2019-2020.** |
| **D. To increase resilience, prevention and early intervention for the mental wellbeing of children across the school.** | Provide 1:1 Support from a range of mental health workers targeted.  Health and Safety week  Themed assemblies | * SENDCo & staff have identified a number of children who would benefit from nurture intervention sessions. * A number of pupils present with low levels of emotional wellbeing. * Children ‘give up’ challenging tasks quickly showing a lack of resilience. * High level of Early Help referrals. * A large % of PP pupils have SEN – 38%. | * Intervention reports from mental health workers – ESLA / Lego therapy, mental health first aider in school * Yoga and mindfulness. * Analysis safeguarding reports. * Lunch time support from ‘drop-ins’ in place * Partnership with whole school training through Cumbria partnership health trust. | HT/ AHT/ AQ | On-going  **Total Allocation**  **£10,000** |

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| **E. The attendance of PP children improves: Attendance for all children continues to show the sustained improvement in 2019-20** | Monitor attendance –  Weekly reports on attendance across the week – text sent to parents from scholar pack reporting their child’s attendance for the week.  Analyse impact of reward system on attendance.  Discussion with parent of pupils who are late to discuss impact on learning.  Termly report to governing body to raise profile of attendance.  Access to Breakfast Club for those who are persistent absentees.  Analysis and targeting of pupils who are persistently late to school. | * High levels of absence and persistent absence in all groups over time. | * Half termly spread sheet completed. * Half termly report to whole governing body. * Analysis of half termly data by SLT. * Termly attendance meeting with HT |  | July 2020  **Total Allocation**  **£5000 – allocation to breakfast club / after school club** |