Pupil premium strategy statement (primary)

1. Summary information

School	Ursuline Catholic Primary					
Academic Year	2019/20	**Total PP budget**	£69300+ £2170(carry over)	**Date of most recent PP Review**		September 2019
Total number of pupils	412	**Number of pupils eligible for PP**	47 (11%)	**Date for next internal review of this strategy**		September 2020

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (2018 national average)
% achieving ES+ in reading, writing and maths	4/7 (57%)	70%
% achieving ES+ in reading	5/7 (71%)	80%
% achieving ES+ in writing	4/7 (57%)	83%
% achieving ES+ in mathematics	4/7 (57%)	81%

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Several pupils identified as low attainers.
B.	Several pupils on SEN/D Register for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder
C.	A range of social, emotional and behavioural issues (some extreme)

External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for some disadvantaged pupils are below the target for all pupils of 98%. This reduces their time in the classroom and places them at risk of falling behind.
E.	Support systems at home, both academic and nurturing.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	**ALL PUPILS**	

		Embed an attachment theory based approach to whole school behaviour	• Calm, consistent adults helping pupils and each other to co-regulate • Adults modelling the appropriate communication • All adults supporting pupils in following consistent routines • Adults establishing positive relationships with pupils, modelling language and thought for pupils and engaging pupils in dialogue to develop their language and thinking skills • Social and emotional needs of pupils who struggle to access the curriculum in the classroom being met • Autism friendly strategies supporting pupils with social communication difficulties • Pupils able to concentrate and focus more easily in school
		Continue to design a curriculum which gives all pupils the knowledge and cultural capital they need to succeed in life	• Teachers present subject matter clearly • Pupils' learning is cumulatively built on prior knowledge and skills • Pupils integrate new knowledge and skills into larger concepts • Pupils are ready for the next stage of their education • Pupils read widely and often, with fluency and comprehension • Pupils enthusiastic about and inspired by the curriculum
B.	DISADVANTAGED PUPILS Prepare work for disadvantaged pupils that meets their needs and challenges their thinking, most notably in reading, writing & mathematics	• Disadvantaged pupils' achievement consistent between classes and subjects • Disadvantaged pupils achieve well (as reflected in results from school internal assessments and national tests)

5. Planned expenditure					
Academic year	**2019-20**				

The three headings below enable schools to demonstrate how they are 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?
Embed an attachment theory based approach to whole school behaviour	Implement the school's Behaviour Blue Print Apply the URLEY (Using Research tools to improve Language in the Early Years) learning principles across the school Establish a school nurture base (the 'Thrive Hive') to meet the social and emotional needs of pupils who struggle to access the curriculum in the classroom	Adult behaviour is the biggest influencer of pupil behaviour. An effective approach is founded on adults supporting pupils in relentless routines, stepped sanctions, restorative and scripted conversations. Adults can support pupils' language and thinking by being a 'magnet' for communication, a language 'radiator' and a conversationalist. Practice underpinned by the 6 principles of nurture: 1. Pupils' learning is understood developmentally 2. The classroom offers a safe place 3. The importance of nurture for the development of wellbeing 4. Language is a vital means of communication 5. All behaviour is communication 6. The importance of transition in pupils' lives	Half termly classroom observations; Classroom observation feedback Behaviour Blue Print INSET Day (4.9.19) Behaviour Blue Print follow up training for support staff (26.9.19 and 1.101.9) Autistic Friendly Schools INSET Day (5.9.19) Weekly staff meeting time to review progress	Mr M McQueen	December 2019 March 2020 September 2020

	Continue and build on the school's participation in the Sefton Social Communication Team's Autism Friendly Schools Programme	The language skills needed to communicate and engage in conversation with others include: - Using language for different purposes - Implied meaning - Following rules for conversation - Changing language according to the needs of the listener - Putting yourself in someone else's shoes - Understanding and using non-verbal communication			
	Continue and build on 'Paws b' mindfulness training	Specific areas of the brain affect our ability to focus, make good choices, and recognise when we need to steady ourselves when our body or mind is busy or out of balance. Mindfulness can support pupils in their concentration and memory, behavioural self-management and in relationships with family and friends.			
Continue to design a curriculum which gives all pupils the knowledge and cultural capital they need to succeed in life	Sequence curriculum content in all subjects (rolling programme) Teach in a way which helps pupils to remember (in the long term) the content they have been taught (e.g. 'teach, practise, repeat')	An effective curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning Learning is effective when pupils remember in the long term the content they have been taught and to integrate into larger concepts	Half termly classroom observations; Weekly staff meeting time to review progress Continual professional development gathering teachers across year groups with subject co-ordinators to focus on sequencing (in school and in Crosby Catholic school cluster) CAPITAL School Improvement		

	Develop pupils' confidence and enjoyment in reading	Reading widely and often with fluency and comprehension prepares pupils for the next stage of their education and allows them to meet their interests and aspirations	Group Quality Assurance (Deep Dive Reading)		
	Develop curriculum enrichment activities to make curriculum enjoyable and relevant for pupils	Pupils who develop detailed knowledge and skills across the curriculum achieve well, as reflected, e.g., in results from national tests.			
			Total budgeted cost		
ii. 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** M. McQueen	**When will you review implementation?**

Prepare work for disadvantaged pupils that meets their needs and challenges their thinking, most notably in reading, writing & mathematics	Fully embed the school's *Pupil Premium Offer* to ensure teachers plan to full effect for the needs of disadvantaged pupils (i.e. by reducing additional support and ensuring that work is well planned in lessons) Teachers utilise trackers which clearly identify disadvantaged pupils and their starting points Teachers use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly Teachers deploy TA support to give disadvantaged pupils clear, useful feedback and ways to improve Where appropriate school provides targeted support to improve attendance, behaviour or links with families	The school's continued drive to ensure that teachers plan to full effect for the needs of disadvantaged pupils.	• Half termly classroom observations/work scrutinies; • Classroom observation feedback; • Termly work scrutiny (English, Mathematics, Science, RE & Topic); • Termly moderation(Writing, Mathematics, Science); • School's pupil progress tracking and data analysis system, which references Age Related Expectation descriptors; • Pupil Progress Meetings; • Coaching and mentoring (as organised by SLT post lesson observation/work scrutiny/moderation/Pupil Progress Meetings)		December 2019 March 2020 September 2020

iii. Other approaches					
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?
			Estimated staffing costs		
			Estimated resources costs		
			Total budgeted cost		

6. Review of expenditure				
Previous Academic Year		**2018/19**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Achievement of the '100% at ES/30% at GDS' aim in reading, writing and mathematics	CLASSROOM PEDAGOGIES/WHOLE SCHOOL STRATEGIES: *All subjects:* Guided groups; fix-it; co-operative learning; philosophy with children; impact lines. *Reading & Writing:* Reading to writing journey; no nonsense grammar/spelling *Writing:* Cross curricular writing; 'have a go' sheets *Mathematics:* Problem solving & reasoning. SCHOOL IMPROVEMENT PRIORITIES: Curriculum enrichment;	Due to requirements of new Ofsted Framework, specifically its references to internal school data, less analytical work was carried out on pupil tracking outcomes. Instead more emphasis was placed on using pupil trackers to identify individual disadvantaged pupils and developing strategies to move them on their learning. These were evaluated in pupil progress meetings. Classroom observations, termly work scrutinies, moderations, NFER tests and end of key stage national assessments supported this process. Trackers showed disadvantaged pupils made expected and sometimes better than expected progress across the school. Most staff meetings in the summer term were dedicated to curriculum design, which enabled the staff to prepare the curriculum for the new school year in outline and the autumn term in detail.	All pedagogical approaches continue to have their merits. Changes in staff, however, necessitate refresher training in their delivery. The '100% at ES+/30% at GDS' aim in reading, writing & mathematics' is a blunt tool. More can be achieved by using pupil trackers to identify individual disadvantaged pupils and developing strategies to move them on their learning.	

ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

The progress of disadvantaged middle attaining pupils in Years 4, 5 and 6 is at least close to or improving towards that of other middle attaining pupils in writing and mathematics.	Middle attaining Y4 pupils in writing - wider opportunities for extended writing

Middle attaining Y4 & 6 pupils in mathematics - opportunities to re-visit learning from lesson to consolidate understanding through additional guided group and/or additional 'fix-it' time

Middle attaining Y5 pupils in mathematics - re-visits, overlearning, catch up of missed input and homework club
Middle attaining Y6 pupils in writing - handwriting and spelling interventions, catch up of read to write journey and support for planning and editing of writing | Due to requirements of new Ofsted Framework, specifically its references to internal school data, less analytical work was carried out on pupil tracking outcomes. Instead of different disadvantaged pupil group targets more emphasis was placed on using pupil trackers to identify individual disadvantaged pupils and developing strategies to move them on their learning. These were evaluated in pupil progress meetings. Classroom observations, termly work scrutinies, moderations, NFER tests and end of key stage national assessments supported this process. Trackers showed disadvantaged pupils made expected and sometimes better than expected progress across the school. | Setting targets for different groups of disadvantaged pupils is less effective than using pupil trackers to identify individual disadvantaged pupils and developing strategies to move them on their learning. This will constitute the school's subsequent use of internal pupil data. | |

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Nurturing principles underpin all interactions with pupils, especially start of day routines	Implement the 3 key changes of the attachment theory based approach to whole school behaviour	Attachment theory based approach to whole school behaviour was beneficial for those disadvantaged pupils for whom support systems at home, both academic and nurturing, present barriers for future attainment. Classroom monitoring visits demonstrated that staff were embracing three key changes: 'meet & greet'; 'nurturing start'; 'check-in'. Dedicated directed time set aside for evaluations supported delivery of 3 key changes.	The three key changes were very effective for the majority of pupils and were supplemented with other strategies (e.g. recognition boards). To ensure that the 95% of pupils who behave well all of the time were recognised, other new approaches were adopted (e.g. notes home, 'hot chocolate with the Head'). The Thrive Hive was planned to open at the start of the school year 2019/20 with the purpose of meeting the social and emotional needs of pupils who struggle to access the curriculum in the classroom.	
All stakeholders aware of the importance and impact of nurturing practice upon outcomes for pupils	Develop the Kindness Curriculum, e.g. • Language of listening • PawsB • Mindful Me Programme	INSET Day 4.9.18 helped to establish the climate and culture for attachment theory based approach to whole school behaviour. This allowed the school to review and reduce its strategies. The culture was informed by staff development in the language of listening. PawsB was introduced across the whole of KS2 and workshops offered out to parents.	It became clear that further staff INSET on embedding the appropriate culture was required. February INSET Day was dedicated to the approach promoted by Paul Dix 'When the adults change, everything changes' (followed up by sessions for support staff). The INSET Day on 4.9.19 re-visited this and was once again followed up by sessions for support staff. PawsB to have a fixed timetable for school year 2019/20.	
			Estimated staffing costs	£65,000
			Estimated resources costs	£6,470
			Carry Forward	
			Total budgeted cost	£71,470

7. Additional detail