

The Holy Spirit Catholic Primary School Pupil premium strategy (Autumn 18)

1. Summary information					
School	The Holy Spirit Catholic Primary School (September 2018)				
Academic Year	2018-19	Total PP budget	£95 040	Date of most recent PP Review	N/A
Total number of pupils	112 (Sep 18)	Number of pupils eligible for PP	72 (Jan 18)	Date for next internal review of this strategy	Aut 19

2. Current attainment		
	<i>Pupils eligible for PP (Unvalidated)</i>	<i>Pupils not eligible for PP (Unvalidated)</i>
% achieving age related expectations in reading, writing & maths 2018	38% (↑13% on 2017)	68% (national average 2018)
Progress in reading by prior attainment	-0.3 (↓0.4 on 2017)	+0.3 (2018)
Progress in writing by prior attainment	-0.5 (↑3.8 on 2017)	+0.2 (2018)
Progress in maths by prior attainment	-1.3 (↑ 2 on 2017)	+0.3 (2018)

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A.	Although progress rates are strong and improving children eligible for PP attain less than other children in reading writing and maths.
B.	Attainment and progress for children in Upper Key stage 2 is less than other children in reading, writing and especially maths.
C.	Vulnerable children with attachment difficulties and behavioural issues affecting attainment and progress.

External barriers *(issues which also require action outside school,)*

D.	Attendance rates for PP children has impacted progress (94.3% - July 2018) compared to other children (96.6%). Vulnerable children / families that have barriers that prevent the children thriving – poverty, reading culture, adult literacy
----	---

4. Desired outcomes <i>(Desired outcomes and how they will be)</i>	Success criteria
--	------------------

A.	Improved rates of progress for PP children in reading, writing and in particular maths, in KS2 results 2018	Attainment gap in 2019 to close and be at least in line with national Progress rates for PP children to be consistent across subjects. (discrepancy from reading and writing compared to maths 2017) Measured in Y6 by teacher assessments and successful moderation practices. Measured internally using NFER
B.	Attainment of PP in current Year 5/6 class (2018-19) to rise and be closer to Non DA	Pupils eligible for PP in Year 5/6 make rapid progress by the end of the year so that all pupils eligible for PP (not including SEND) meet age related expectations. Measured by teacher assessments in reading, writing and maths
C.	Development of a nurturing school that remove barriers to learning and challenging low expectation with support and seeks to motivate children and support parents to engage with learning	Fewer behaviour incidents recorded in CPOMS children who are eligible for PP Parental and child questionnaires demonstrate improvement
D.	Increased rates of attendance for children eligible for PP	Overall PP attendances improves and is in line with other children (96% target)

5. Planned expenditure					
Academic year	In the Academic Year 2018/19 The school has a £95, 040 pupil Premium allocation				
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?

<p>Improved rates of progress for PP children in reading, writing and in particular maths, in KS2 results 2019</p>	<p>Additional teaching assistant support in KS1</p> <p>Additional teacher support – KS2</p>	<p>Individual cohorts will be taught in EYFS. Year 1 and Year 2 in the am. Teacher will be timetabled in the PM across KS2 to support DA children</p> <p>Pre and post teaching activities will be planned by the teacher in conjunction with the class teacher to enable precision teaching for the DA pupils to ensure they make maximum progress,</p>	<p>Regular monitoring of impact - updating of progress meeting records (half termly) –</p> <p>Disadvantaged group identified and tracked by SLT</p> <p>Focussed and targeted book scrutiny</p>	<p>LC, JMC</p>	<p>Half termly data analysis, Pupil Progress Meetings and intervention assessment.</p> <p>Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo.</p> <p>Monitoring through regular learning walks, and book scrutiny.</p>
<p>Ensure that the Gap is identified and reduced in EYFS and Year 1 and the gap and reduce the gap year on year</p>	<p>Small class sizes in EYFS and KS1 to ensure feedback is high by more teacher interaction (EEF</p>	<p>If the gap is identified early and reduced to National – then by the time children reach KS2 the gap will be eliminated.</p>	<p>Regular monitoring of impact - updating of progress meeting records (half termly)</p>	<p>LC, JMC</p>	<p>Dec 2018 March 2019 July 2019</p>

Attainment of PP in current Year 4/5/6 class (2018-19) to rise and be closer to Non DA	Additional teacher support – KS2	To reduce and attempt to eliminate the gap between pupil premium children and other children in upper Key stage 2	A reduction in the attainment gap of FSM and non FSM pupils in year 4/5/6 from September 2018-March 2019 in Reading, Writing, and Maths	LC, JMC	Dec 2018 March 2019 July 2019
Improved outcomes for all children across the curriculum	Increased enrichment opportunities	Children’s enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write	Monitoring and reporting on impact of visitors to school such as published authors as well as school trips. Staff to report on impact of trips and progress to be seen in English books	LC, JMC	July 2019
					£57000
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	When will you review implementation?
Development of a children’s resilience that remove barriers to learning and challenging low expectation with support and seeks to motivate children and	Training for TA to become an ELSA Training for TA to be Nurture group leader Go for Nurture award	Upskilling member of staff to enable work to be completed with children to build resilience, Removal of barriers to learning such as children with attachment difficulties Children in Year 1 ready for Year 2	Regular monitoring of impact through Vulnerability matrix Completion of Nurture Award	LC, JMC	July 2019
Total budgeted cost					£6040

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?
Increased rates of attendance for children eligible for PP	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Incentives for good attendance	Progress rates and attendance depend on high attendance rates. Children and families are rewarded for ensuring their child is punctual and attendance is at the at least desired level (96%)	Weekly scrutiny of attendance figures, comparing PP and other children - Attendance officer to report to JMC on fortnightly basis - Tracking of children with less that expected attendance rates closely monitored Attendance monitored daily	JMC	Dec 2018 March 2019 July 2019
Improve the DA's children access to quality resources at school and Home	Children able to access quality texts / IT	Purchase of My Maths, espresso coding, espresso, Purchase of New maths scheme and High quality reading books, concrete maths resources	Monitoring of access to resources / usage of the areas	JMC	Dec 2018 March 2019 July 2019

To remove barriers for learning / improve academic outcomes for PP children.	Children able to get enrichment experiences	A reduction in payments for school Visits and residential visits with links to the National Curriculum. To provide children with enriched opportunities to extend their understanding of the curriculum,	Monitor trips, purpose, outcomes, follow up work, progress. Library is an attractive place to go	JMC	Dec 2018 March 2019 July 2019
Total budgeted cost					£32000

6. Review of expenditure				
Previous Academic Year		The school had £77,164		
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
Disadvantaged gap is diminished	TEEP training for all school teachers. TEEP is the Teacher Effectiveness Enhancement programme. Mastery approach delivered within school	The gap has been diminished in EYFS, Phonics, KS1 and KS2; EYFS GLD for DA was 60% which was slightly above National (56% Nationally for DA Unvalidated) This is below the 74% for other children but the gap has diminished. KS1 RWM for DA children rose from 50% RWM to 54.1% in 2018. The gap has closed but only slightly to 68% National other children (Unvalidated Nationally 2018) KS2 RWM for DA has risen to 38% in 2018 compared with 68% for other pupils. The gap has closed	Consistently good or outstanding teaching built on the TEEP approach to learning has benefited all children but especially the disadvantaged. TEEP training has been embedded As Pupil Premium money is spent on staffing – all staff take responsibility for the disadvantaged in their care. The gap remains greatest in reading and writing for disadvantaged pupils at KS1 The mastery approach has increased expectations for all pupils.	£10 000

<p>Phonics outcome is improved in KS1 and is closer to National.</p>	<p>Support for all staff – especially the staff new to Year 1 and 2</p> <p>Literacy Company training</p> <p>Pie Corbett Talk for writing training</p> <p>Target support for children with DA</p>	<p>Phonics attainment for DA has risen and is in above National other children at 91% achieving the phonics standard by the end of year 1. The children are achieving better than national other children. Literacy Company has proven. Staff booked on mastery training in Reading for each year group and for Maths delivered via the North West Hub.</p>	<p>Support From the Literacy company on staff training and the resources bought to make the teaching of phonics practical has supported the children especially the boys.</p> <p>The changes that have been made to the way phonics has been taught has increased the quality for all children.</p> <p>The doubling of phonics sessions and the targeted approach has supported. Consistency in the EYFS and KS1 has led to improvements in Outcomes.</p> <p>Talk for writing is in the early stages in school – benefits look to come through the 2018 cohort.</p>	<p>£3000</p>
--	--	---	---	--------------

<p>Improved rates of progress in KS1 and EYFS and KS2</p>	<p>Targeted support using teaching Assistant and teacher</p>	<p>High staff ratio to ensure more targeted intervention and staffing enables targeted interventions within the school day.</p> <p>From EYFS to KS1 data shows good progress.</p> <table border="1" data-bbox="698 339 1243 448"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2016 ELG</th> <th colspan="2">2018 end of KS1</th> </tr> <tr> <th>Exp+</th> <th>Exc</th> <th>Exp+</th> <th>G Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>N/A</td> <td>63%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>N/A</td> <td>56%</td> <td>0%</td> </tr> <tr> <td>Number/maths</td> <td>38%</td> <td>N/A</td> <td>69%</td> <td>13%</td> </tr> </tbody> </table> <p>Boxall profiles show that vulnerable children have targeted interventions to support in class when accessing the nurture group</p> <p>In Key stage 2 Progress has increased for DA children</p> <table border="1" data-bbox="692 828 1243 1275"> <thead> <tr> <th></th> <th>School 2018</th> </tr> </thead> <tbody> <tr> <td>Expected RWM</td> <td>All: 50% → Daps: 38% Daps 6/16</td> </tr> <tr> <td>Reading progress</td> <td>All: +0.2 → Daps: -0.7 ↓</td> </tr> <tr> <td>Writing progress</td> <td>All: -0.5 ↑ Daps: -0.5 ↑</td> </tr> <tr> <td>Mathematics progress</td> <td>All: -0.9 ↑ Daps: -1.3 ↑</td> </tr> </tbody> </table>		2016 ELG		2018 end of KS1		Exp+	Exc	Exp+	G Depth	Reading	31%	N/A	63%	19%	Writing	31%	N/A	56%	0%	Number/maths	38%	N/A	69%	13%		School 2018	Expected RWM	All: 50% → Daps: 38% Daps 6/16	Reading progress	All: +0.2 → Daps: -0.7 ↓	Writing progress	All: -0.5 ↑ Daps: -0.5 ↑	Mathematics progress	All: -0.9 ↑ Daps: -1.3 ↑	<p>Focussed and termly pupil progress meetings are having a positive impact.</p> <p>As the focus on individuals and groups has had a positive impact – it will be done half termly and focussed on specific areas / groups / cohorts.</p> <p>A whole school review will be completed for all children with disadvantage factors.</p>	<p>£57000</p>
	2016 ELG			2018 end of KS1																																		
	Exp+	Exc	Exp+	G Depth																																		
Reading	31%	N/A	63%	19%																																		
Writing	31%	N/A	56%	0%																																		
Number/maths	38%	N/A	69%	13%																																		
	School 2018																																					
Expected RWM	All: 50% → Daps: 38% Daps 6/16																																					
Reading progress	All: +0.2 → Daps: -0.7 ↓																																					
Writing progress	All: -0.5 ↑ Daps: -0.5 ↑																																					
Mathematics progress	All: -0.9 ↑ Daps: -1.3 ↑																																					
<p>ii. Targeted support</p>																																						

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
Improve the rates of attendance for disadvantaged pupils	In class intervention based on secure assessments.	Attendance was 1% lower for Disadvantaged 94% than other children at 95%, Small cohorts of children had a detrimental impact on overall persistence absence. Some disadvantaged pupils with siblings took unauthorised holidays that amounted to 0.5% overall	The impact was intermittent– some vulnerable families were engaged and improved. Non authorised holidays in term time fines have had some impact but have not deterred some families. There needs to be a continual focus on attendance and children for the coming academic year. School to consider ways to improve attendance	£1500
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
Improve DA children's resilience and emotional well being	Residential	To partly support the families with support for the Residential – providing transport costs.	Children enjoyed the residential and it built a strong team ethic with children aware of their comfort and panic zones, The learning was applied in their other work	£1000

Improve the DA's children access to quality resources	Children able to access quality texts	Purchase of Bug Club, Phonics bug, and KS1 bug – Purchase of quality texts.	Library has been improved – still needs more work to be completed and more stock.	£5000
---	---------------------------------------	--	---	-------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Providing quality training from external providers for all teaching staff to improve standards in delivery, assessment for learning and feedback.
- Embed Talk for writing in Reception / Year 1/ Year 2 and Year 3
- Providing staff development from within the school to improve standards in delivery, assessment for learning and feedback.
- Providing learners with opportunities to work alongside professional teachers in areas where they excel to inspire and develop their learning and skills.
- Providing pupils entitled to Pupil Premium with new technology to develop teaching and learning within school.
- Acquiring effective materials for pupils entitled to Pupil Premium aimed at raising standards and self-esteem.
- Look to develop the Mastery approach in Maths with support from NW3 HUB and to join the Ignite teaching school alliance – work together on developing the Curriculum for the children in our school.
- Seek to continue to find ways to improve attendance for the children around attendance.