

Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	St Catherine’s C of E School				
Academic Year	2019-20	Total PP budget		Date of most recent PP Review	July 2019
Total number of pupils	206	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Jan 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths			(2pupils) KS1 50% (14 pupils) KS2 %	KS1 60% KS2 %	
% making progress in reading			KS1 50% KS2 %	KS1 67%	
% making progress in writing			KS1 50% KS2 64%	KS1 73% KS2 69%	
% making progress in maths			KS1 50% KS2 %	KS1 63%	
EYFS GLD + Phonics			(5 pupils) 40% + 100%	65%	
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.	% of pp pupils attaining ARE is lower in most year groups than non-pp pupils				
B.	% of pp pupils attaining GDS is lower than non-pp pupils				
C.	% of pp pupils completing homework tasks is lower than non-pp pupils				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Lower than national attendance levels is significantly higher in pp group				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
A.	Raise attainment of pp pupils in maths, reading and writing		% of pupils attaining ARE is in line with non-pp pupils		
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS		% of pp pupils achieving GDS is raised		
C.	Improve homework uptake by pp pupils		% of pupils completing homework that supports in-school progress is raised.		
D.	Attendance levels of pp pupils is improved to be In line with national expectations		PP pupils % attendance levels are in line with national expectations		

5. Planned expenditure					
Academic year					
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?
A. Improved progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback – live marking – including targeted deployment of in-class TA support	Pupils eligible for PP are making less progress than other pupils in Key Stage 2. We want to ensure that PP pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and ensure engagement for these pupils.	Subject leaders to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver training – Babcock Maths and English Training. Peer observation of each other's classes after the course, to embed learning.	Maths and English leads	Jan 2019 ? (Cost of LT for LB at HLTA rate– 1 pm a week)) ? (1 am cost of LT for PW at M6 rate)
B. Improved progress for high attaining pupils	Use of new curriculum planning structures to ensure GDS provision is planned for daily in all learning. Teacher and support staff training to ensure this is implemented.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train staff in practices to provide stretch and engagement for these pupils.	Maths and English lead to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of questioning within the classroom.		
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	When will you review implementation?



<p>C. Improved homework uptake for PP pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>A. Improved % of pp pupils achieving ARE</p>	<p>TIS support for pp pupils</p> <p>1:1 support for targeted pupils</p> <p>In class TA support for yr 6 fulltime</p> <p>Morning TA support all classes</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing.</p> <p>Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.</p>	<p>Pupil Premium and KS Leads</p>	<p>Half termly</p> <p>(Cost of TIS TA 2pms a week)</p> <p>(Yr6 TA 21.5 hrs)</p> <p>(6 classes 2.75 hrs of am TA targeted support)</p>
Total budgeted cost					£51,456.75
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?
D. Increased attendance rates	Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure provision and standard school processes work smoothly together.	Pupil Premium Lead	<p>Jan 2019</p> <p>(Cost of PSA TA 2pms a week)</p> <p>%EWO cost</p>
C. Problem learning behaviour/pupil and parent engagement in school/uptake of homework	Identify a targeted intervention for identified students. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours. Longer parent meeting sessions	The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Observation by VL Impact coaches of the Y6 group to identify needs. Use SSCA which has been judged to have a positive impact on pupil learning behaviours for peer observations to develop teachers' own skills as part of</p>	Impact Coaches	<p>Jan 2019</p> <p>(Cost of TIS TA 1pm a week)</p> <p>(Cost of PSA TA 1pm a week)</p> <p>Cost of HLTA cover 2x days x 7 classes</p>



			the VL CPD across the MAT for developing positive behaviours.		
All barriers to learning	Specifically targeted pp pupils with extreme learning or behaviour difficulties to receive educational therapy from specialist – SF (12 hrs per pupil) Curriculum enrichment	Attainment cannot be improved for some pupils unless they are 'ready to learn'. Some pupils have experienced extreme trauma and need specialist support which is on a current 36 month waiting list. Aspiration development/access to full breadth of curriculum to support progress in all areas	SF provides monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.	Pupil Premium Lead	Half Termly 5,000 ? 2,000
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
A. Improved progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback Targeted deployment of in-class TA support	Some PP pupils have made very good progress, in reading, exceeding a comparable group of non PP pupils. Progress is similar or slightly less in writing and maths. Attainment for PP pupils is still overall lower than for non-PP pupils. However, there is a greater proportion of PP pupils who are also SEN.	<ul style="list-style-type: none">Marking and feedback policy changed mid-year. The new approach expects teachers and support staff to focus in 'live-marking' on PP pupils first.This approach will continue with other additional training, implementation of a new curriculum. Continuation and development of the capabilities curriculum which focuses on providing disadvantaged pupils with additional experiences will support this approach.New MAT vision has clear focus on the development of strategies and curriculum that supports improvement of attainment and progress of all pupils but also specifically disadvantaged pupils.	£2986.80
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Targeted deployment of in-class TA support	There is a greater proportion of PP pupils now achieving GDS.		
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
A. Improved learning behaviours for yr 6 pp pupils B.Improved progress for high attaining pupils C.Improved % of pp pupils achieving ARE	TIS support for pp pupils 1:1 support for targeted pupils In class TA support for yr 6 fulltime Morning TA support all classes	Learning behaviour of yr6 pupils significantly improved through year. Very few significant incidents. Pupils' ability to approach testing with resilience is significantly improved. 57% of PP predicted to achieve combined 55% whole cohort. 14% PP pupils achieved GDS in 1 subject. 21% whole cohort achieved GDS in at least 1 subject.	<ul style="list-style-type: none">TIS support has reduced behaviours and will continue for targeted pupils as needed.TA support in class is useful to enable teacher to target specific pupils on boundary grades.Additional teacher employed second half of the year to support rapid improvement in key areas identified from assessments.TA interventions initially used to support improvement in reading. In class support has been more effective at raising standards.	£51,456.75

A. Improved progress and attainment for ARE pupils	Weekly small group interventions in maths, EGPS and writing for pp pupils with experienced TA, in addition to standard lessons.			
B. Improved progress for high attaining pupils				
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
A. Increased attendance rates	Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.	Attendance is still a whole school issue. EWO has supported in tightening up procedures and consequences. Ofsted April 2019 set this as a continuing target. Several key pp pupils still have attendance issues. 3 pupils in the school have reduced timetables with family support from social care in place. A high % of pp pupils are SEN. 2 pp pupils in year 6 have EHCPs. 1 pp pupil in year 6 arrived in year 2019 after a long period out of education.	<ul style="list-style-type: none"> Attendance support has not yet significantly improved attendance. Continue to try a range of strategies to focus on this. In addition, longer parent meetings enable discussions about this and increase parent and pupil engagement with school. Trialled with 3 classes this year – extend across the school. School will continue to use TIS/PSA and EWO to support this. Targeted support with SF educational therapist to continue to support pp pupils with additional needs – particularly those on CAMHs waiting list or behavioural issues that disrupt their learning. 	£10,533.05
A. Problem learning behaviour in Year 6 addressed	Identify a targeted intervention for identified students.	EWO, family worker support, health and social services are supporting specific families. For some pp pupils this has improved attendance and behaviour.		
A. All barriers to learning	Specifically targeted pp pupils with extreme learning or behaviour difficulties to receive educational therapy from specialist – SF (12 hrs per pupil) Curriculum enrichment	Educational therapist sessions have supported pupils with behaviour or emotional needs. All pupils supported in school are pp pupils with additional needs. This has had a positive impact on behaviour. Eg. Reduced behaviour incidents and reduced fixed term exclusions. All pp pupils are attending residentials, trips and swimming. Impact is on increased engagement with the school/education. This has also impacted on improved parental relationships.		

7. Additional detail



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

- Actions for this year – introduction of new curriculum - TA support to focus on effective questioning and feedback – use current good practice to model this across the school
- TA support targeted to classes with a high % of pp pupils
- Vision and ethos development – key support for disadvantaged pupils

See full PPG provision map for 2018-19 on our website.

<https://www.stcatherinescofe.co.uk/uploadpdf/PupilPremium/Pupil%20Premium%20Strategy%202018-19%20and%20Review%20of%202017-18.pdf>