



## St Columba's Catholic Primary School

### Pupil Premium Strategy Statement 18/19

#### Pupil premium funding:

Academic Year	Allocation	Total Number of Pupils	Number of Pupils Eligible for PP	Disadvantaged pupils as % of school roll
2017-2018	£154000	194 (+15 Nurs)	116	60%
2018-2019	£149000	199 (+25 Nurs)	119	52%

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
N.O.R.	25	29	29	30	28	29	29	25
Disadvantaged	12	14	19	14	20	14	14	12
% of disadvantaged in year	48%	48%	66%	47%	71%	48%	48%	48%

- **2018 ASP 60%** of pupils are eligible for FSM (**National 25.2%**) placing St Columba's in the 5<sup>th</sup> quintile
- School deprivation factor **0.52** (**National 0.21**) placing St Columba's in the 5<sup>th</sup> quintile

**1. Current Attainment**

End of Key Stage 2 2018	St Columba's				School disadvantaged GAP compared to national other
	School all pupils	School other 5 pupils	School Disadvantaged 16 pupils	National other	
% at ARE or above in RWM	71%	80%	68.8%	70.4%	-1.6%
% Achieving Expected Standard Reading	76%	80%	75%	80.1%	-5.1%
% Achieving Expected Standard Writing	71%	80%	68.8%	83.1%	-14.3%
% Achieving Expected Standard Grammar, Punctuation and Spelling	71%	80%	69%	82.3%	-13.3%
% Achieving Expected Standard Maths	76%	80%	75%	80.7%	-5.7%

**2. Barriers to future attainment for pupils eligible for PP**

**In school barriers**

<b>A</b>	<b><u>KS2 writing:</u></b> Attainment in writing is well below school other and national other
<b>B</b>	<b><u>KS2 writing Greater Depth of study:</u></b> No disadvantaged child achieved this higher standard.
<b>C</b>	<b><u>KS1 Reading, Writing and Maths:</u></b> Combined attainment is well below national average at the expected standard and below at greater depth
<b>D</b>	<b><u>Phonics:</u></b> There is a significant gap in the % of disadvantaged pupils passing the phonics test as compared to national.
<b>E</b>	<b><u>EYFS Good Level of Development:</u></b> The % of children achieving GLD is well below the national average; 11.6% gap.

**External barriers**

<b>F</b>	<b>Absence: Disadvantaged pupils attend school 1.85% less than all school.</b>
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**3. Desired Outcomes**

<b>In school barriers</b>	<b><u>Desired Outcomes</u></b>	<b><u>Success Criteria</u></b>
<b>A</b>	<b>At the end of KS2 attainment in Writing will rise for disadvantaged pupils so that more children are achieving the national standard. ( SDP Key priority 4)</b>	<b>The gap between the number of disadvantaged children achieving the expected standard in Writing compared to the national average will diminish.</b>
<b>B</b>	<b>Key Stage 2: Writing Disadvantaged children at the end of Key Stage 2 will achieve GDS Increase the number of disadvantaged children at the end of KS2 achieving the greater depth standard ( SDP Key priority 4)</b>	<b>Accelerated progress for disadvantaged children in Writing will mean that the number of children achieving GDS in Writing will increase to 5%</b>
<b>C</b>	<b>In Key stage 1, the number of disadvantaged children achieving the expected standard in Reading/Writing/ Maths combined will be closer to the national average. ( SDP Key priority 6)</b>	<b>The gap between school's disadvantaged KS1 children in Reading/Writing/maths combined will close by 5%</b>
<b>D</b>	<b>The number of disadvantaged pupils passing the phonics tests will be closer to national average</b>	<b>The gap between the school's disadvantaged Phonics results will close by 10%.</b>

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<b>E</b>	<b>In EYFS, the number of FSM children achieving a Good Level of Development will be closer to the national average.</b>	<b>The gap between school's FSM EYFS children achieving a Good level of Development will diminish and be closer to National.</b>
<b>F</b>	<b>Increase the overall attendance of disadvantaged pupils</b>	<b>Attendance of FSM pupils to be over 95% ,</b>

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<b>1. Planned expenditure</b>			
<b>Academic year</b>	<b>2018-19</b>		
<b>Area of Spend</b>	<b>Addressing Barrier</b>	<b>Total allocation</b>	<b>% of allocation</b>
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1 & E.Y.F.S.	B/C/D	£20,000	13.4%
Funding for T.A.'s targeted interventions and 1:1 targeted support in EYFS	E	£10,000	6.7%
Funding for Parent Mentor	A/B/C/D/E/F	£23,000	15.4%
Contribution to Learning mentor funding. Social support for children.	A/B/C/D/E/F	£20,000	13.4%
Funding for school trips and residential visits.	A/B/C/E	£10,000	6.7%
Enhancement of EYFS outdoors provision. Including SSTEW	D/E	£15,000	10%
Contribution to the Music and Performing Arts	C/D/E/F	£5,000	3%
Teacher intervention.	A/B/C/D/E	£15,000	10%
Contribution towards the cost of Singapore Maths 'Maths No Problem' for Yr. 1 to Yr. 6 and Maths Mastery	C	£9,500	6.4%
Attendance initiatives	F	£3,000	2%
Breakfast Club	A-G	£7000	4.7%

Action for Children 1 to 1 mentoring	F	£3000	2%
Contribution to school uniform and shoes.	A-F	£1000	0.7%
Enhancing the curriculum to support writing outcomes.	A/B	£7500	5%

**After considering evidence from The Education Endowment Foundation (EEF) the DfE’s Supporting the Attainment of Disadvantaged Pupils, Ofsted’s The Pupil Premium: an Update and effective practice from local schools, expenditure has been planned to address the following:**

**a) Quality of Teaching for All**

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Whole School Implementation of Singapore Maths approach</b>	<b>Maths Mastery +2</b>	<b>CPD for all staff Track progress of pupils Termly review of individual progress for targeted pupils Performance Management target for CTs new to scheme.</b>	<b>R Ventre ( Maths Champion) M Evans ( HT)</b>	<b>At termly pupil progress meetings, termly governors’ meetings and Performance Management review meetings</b>
<b>A to E</b>	<b>Retain Teaching Assistants</b>	<b>Effective Feedback (ST+8) Phonics (ST+4) Small Group Tuition (ST+4)</b>	<b>Identify targeted pupils CPD for TAs Regular meetings between TA and class teacher</b>	<b>V Oprey ( SENCO- Lead for TA interventions) M Evans (HT)</b>	<b>Pupil progress will be monitored at termly pupil progress meetings and the HT or PP Lead will produce a report for</b>

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			Track progress of pupils TA Performance management Termly review of individual progress for targeted pupils (Performance Management Target for Senior Staff)		the Governors standards committee  Termly meetings with HT and PP Governor to ensure outcomes for PP children.
A to E	Additional Teacher Intervention	Effective Feedback (ST+8) Mastery Learning (ST+5) Small Group Tuition (ST+4)	Termly review of individual progress for targeted pupils (Performance Management Target for all teachers)	R Ventre ( Maths Champion) M Evans	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings
<b>Total budgeted cost</b>					<b>£42,000</b>

**b) Targeted Support**

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to F	Additional Teaching Staff	Effective Feedback (ST+8) Mastery Learning (ST+5)	Termly review of individual progress for targeted pupils (Performance Management Target for all. Regular book scrutiny. Pupil interviews.	M Evans	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings

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<b>G</b>	<b>Learning Mentor</b>	<b>Improved well-being and mental health, attendance, punctuality and achievement (ST+6) Behaviour intervention (ST+4)</b>	<b>Learning mentor to report to head teacher if any pupils from target group are in danger of missing targets set.</b>	<b>Learning Mentor (Head Teacher to review each term)</b>	<b>At termly attendance meetings and governors' meetings</b>
<b>A to G</b>	<b>Parent Mentor</b>	<b>Parental Involvement (ST+3)</b>	<b>Termly reports to HT/SENCO</b>	<b>M Evans</b>	<b>Termly Governor meeting</b>
<b>Total budgeted cost</b>					<b>£84,000</b>

**a) Other approaches**

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Educational and residential Visits</b>	<b>Outdoor Adventure Learning (ST+3)</b>	<b>Review of numbers of pupils supported by this initiative, their termly attendance and academic progress</b>	<b>M Evans</b>	<b>Termly at governor meetings</b>
<b>A to E</b>	<b>Action for Children</b>				
<b>A to E</b>	<b>Breakfast Club</b>				
<b>Total budgeted cost</b>					<b>£28,000</b>



**Review of Expenditure from Previous Academic Year 2017-2018**

**a) Quality of Teaching for All**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Improved Achievement</b>	<b>Additional Teaching Intervention</b>	<p><b>At the end of Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Positive trajectory in all subjects in last 3 years.</b></li> <li>• <b>The attainment of pupils in Reading/Writing and Maths combined is above national average, and has increased by 10%</b></li> <li>• <b>The attainment of pupils in Reading and Maths is above national in terms of expected+</b></li> <li>• <b>In KS2 the overall progress scores in Maths and Reading are above the expected level: Reading 1.1 and Maths 0.8.</b></li> </ul>	<b>This year has been a smaller cohort 21, therefore this year will need to increase adult ratio.</b>	<b>£22000</b>
<b>Improved Achievement</b>	<b>Retain Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• <b>See impact above (Key Stage 2)</b></li> <li>• <b><u>At the end of key stage 1</u> The number of children achieving ARE in all areas has increased by 9%</b></li> <li>• <b>Positive trend in all subjects.</b></li> </ul>	<b>In order to close the gap more efficiently for</b>	<b>£20,000</b>

			KS1 outcomes, there needs to be a stronger focus within EYS setting.	
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**b) Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Improved achievement</b>	<b>Additional Teaching Staff</b>	<p><b>At the end of Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• Positive trajectory in all subjects in last 3 years.</li> <li>• The attainment of pupils in Reading/Writing and Maths combined is above national average, and has increased by 10%</li> <li>• The attainment of pupils in Reading and Maths is above national in terms of expected+</li> <li>• In KS2 the overall progress scores in Maths and Reading are above the expected level: Reading 1.1 and Maths 0.8.</li> </ul>	DHT/HT has been given time for boosters, need to train/develop additional teachers.	<b>£20,000</b>
<b>Improved achievement , behaviour, attendance and punctuality</b>	<b>Learning Mentor/Parent Mentor</b>	<b>Overall attendance figure dipped</b>	<b>Greater focus from Mentors to ensure that disadvantaged pupils' attendance</b>	<b>£37,000</b>

			improves to close the gap with other pupils. Establish an attendance team.	
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c) Other Approaches

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned	Cost
Improved achievement and well-being	Educational Visits	Despite it being difficult to measure the academic impact of such opportunities, there is evidence from the Sutton Trust and anecdotal evidence in school that these opportunities are good for all pupils. The provision of this money ensures that all pupils can access these opportunities. The experiences offered also have a positive impact on Writing; the % increase was 21.9%	To continue to ensure that all visits have a learning purpose.	£10,000
Improved achievement and well-being	Breakfast Club	See impact measures above	BC has gone from strength to strength, therefore need to increase spend on staffing.	£6,000

**Key stage 1 attainment:**

- The number of children achieving the expected level in Reading/Writing/Maths combined has increased by 10%
- The number of children achieving the expected and higher level in Maths has increased.
- The number of children achieving the expected level in all subjects has increased by 9%