



St Columba's Catholic Primary School

Pupil Premium Strategy Statement 19/20

Pupil premium funding:

<u>Academic Year</u>	<u>Allocation</u>	<u>Total Number of Pupils</u>	<u>Number of Pupils Eligible for PP</u>	<u>Disadvantaged pupils as % of school roll</u>
2017-2018	£154000	194 (+15 Nurs)	116	60%
2018-2019	£149000	199 (+25 Nurs)	119	52%
2019-2020	£163,000	202 (+17 Nurs)	120	60%

	<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.	19	30	29	25	30	30	27	30
Disadvantaged	9	17	14	18	14	21	17	16
% of disadvantaged in year	47.3%	56.6%	48.2%	72%	46.6%	70%	62.9%	53.3%

- **2019 ASP 60%** of pupils are eligible for FSM (**National 23%**) placing St Columba's in the 5th quintile
- School deprivation index places St Columba's in the 5th quintile

1. Current Attainment

End of Key Stage 2 2019	School all pupils (26)	National Average	School Disadvantaged Pupils (15)
% at ARE or above in RWM	62%	63%	40%
% at Greater Depth Standard in RWM	7%	10%	7%
% Achieving Expected Standard in Reading	73%	73%	53%
% Achieving Greater Depth Standard in Reading	19%	27%	13%
Average scale score in Reading	104.0	100	101.2
% Achieving Expected Standard in Writing	73%	77%	60%
% Achieving Greater Depth Standard in Writing	7%	19%	7%
% Achieving Expected Standard Maths	88.5%	76%	80%
% Achieving Greater Depth Standard in Maths	19%	25%	7%
Average scale score in Maths	105.2	100	102.7
End of Key Stage 1 2019	School all pupils (30)	National Average	School Disadvantaged(15)
% at ARE or above in RWM	63%	65.3%	60%
% at Greater Depth Standard in RWM	13%		
% Achieving Expected Standard in Reading	77%	75%	60%
% Achieving Greater Depth Standard in Reading	27%	26%	
% Achieving Expected Standard in Writing	66%	70%	60%
% Achieving Greater Depth Standard in Writing	13%	16%	
% Achieving Expected Standard Maths	80%	74%	67%
% Achieving Greater Depth Standard in Maths	30%	22%	

<u>Passed Phonic assessment 2019</u>	<u>ALL (27)</u>	<u>National Ave</u>	<u>Disadvantaged (19)</u>
	70.4%	81.9%	63% (12)

<u>EYS GLD 2019</u>	<u>ALL (30)</u>	<u>National Ave</u>	<u>Disadvantaged (15)</u>
<u>GLD</u>	63%	71.8%	53%(8)

2. Barriers to future attainment for pupils eligible for PP

In school academic barriers

A	<u>KS2 Reading:</u> There has been a dip in the number of pupils achieving the expected standard in Reading. There is a significant gap in the number of disadvantaged pupils achieving the expected standard in Reading, as compared to National. (23%)
B	<u>KS2 Writing:</u> There is a significant gap in the number of disadvantaged pupils achieving the expected standard in Writing, as compared to National. (17%)
C	<u>KS1 Reading</u> There is a significant gap in the number of disadvantaged pupils achieving the expected standard in Reading, as compared to National. (23%)
D	<u>Phonics:</u> There is a significant gap in the number of disadvantaged pupils passing the Phonics test, as compared to National.
E	<u>EYFS Good Level of Development:</u> The % of children achieving GLD is well below the national average; 18.8% gap.

External barriers

F	Absence: Disadvantaged pupils attend school 1.13% less than non-disadvantaged pupils.
G	Limited life experiences.
H	Parental capacity to support the curriculum

3. Desired Outcomes

In school barriers	<u>Desired Outcomes</u>	<u>Success Criteria</u>
A	At the end of KS2 attainment in Reading will rise for disadvantaged pupils so that more children are achieving the national standard. (SDP Key priority 2)	The gap between the numbers of disadvantaged children achieving the expected standard in Reading, as compared to the national average will diminish.
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 2)	Accelerated progress for disadvantaged children in Writing will mean that the number of children achieving the expected level in Writing will increase.
C	In Key stage 1, the number of disadvantaged children achieving the expected standard in Reading will be closer to the national average. (SDP Key priority 2)	The gap between the schools’s disadvantaged KS1 children in Reading will diminish.
D	The number of disadvantaged pupils passing the phonics tests will be closer to national average. (SDP Key priority 1)	The gap between the schools’s disadvantaged Phonics results will diminish.
E	In EYFS, the number of FSM children achieving a Good Level of Development will be closer to the national average. (SDP Key priority 8)	The gap between school’s FSM EYFS children achieving a Good level of Development will diminish and be closer to National.
F	Increase the overall attendance of disadvantaged	Attendance of FSM pupils to be over 95% ,

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	pupils	
G	Ensure additional learning experiences address any culture capital issues.	Additional experiences improve vocabulary, language and address any barriers to learning.
H	Parents will be more confident in supporting their child's learning experience.	Homework is a meaningful experience, which enhances learning. Parents are confident in what their child needs to improve their outcomes.

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1. Planned expenditure			
Academic year	2019-20		
Area of Spend	Addressing Barrier	Total allocation	% of allocation
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1 & E.Y.F.S.	A/B/C/D	£22,500	14%
Funding for T.A.'s targeted interventions and 1:1 targeted support in EYFS, including additional Phonics and reading support.	C/D/E	£11,000	6.7%
Maximising the Impact of Teaching assistants (MITA) 2 year programme	A-E	£6,000	3.6%
Commission additional Education Psychology sessions.	A-E	£3000	1.8%
Planning and evaluating additional interventions. (newly qualified SENCO)	A-E	£15,000	9%
Contribution to the planning and implementation of the St Columba curriculum, addressing culture capital needs.	G-H	£20,000	12.2%
Funding for Parent Mentor. Social, educational and curricular support for families.	G/H	£23,000	14%
Learning Mentor funding. Social support for children.	A/B/C/D/E/F/G	£16,000	9.8%
Funding for school trips.	B/E/F/G/H	£11,000	6.7%
Contribution to the Music and Performing Arts	G	£7,000	4.3%
Contribution towards the cost of Reading scheme for FS through to KS1	C/D/E	£5,500	3.4%

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Whole school staff training on the teaching of Phonics, vocabulary and early reading	A/B/C/D/E	£3,000	1.8%
Contribution to whole school reading spine	A/B/C/D/E	£3,000	1.8%
Attendance initiatives	F	£3,000	1.8%
Breakfast Club	A-F	£10,000	6%
Contribution to school uniform and shoes.	A-F	£1,000	0.6%
Contribution towards outdoor provision of the Foundation Stage	E	£3,000	1.8%

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

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A	Whole school review of reading resources, in order to ensure that the number of pupils achieving the expected standing in reading increases and the gap in	Reading is the key school priority. Learn to read, Read to learn.	Time given to Eng Lead to review reading. Book band all books, as per DFE guidance. Launch Reading Rainbow.	C Lewis	Termly via reports to SLT and Governors. Termly via pupil views. At termly progress meetings. £5500

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	disadvantaged begins to close.				
A to E	Whole school review of Phonic, in order to ensure a positive trajectory in phonics outcomes.	Phonics is key to the success of early reading.	Phonics lead to ensure consistency of approach. Develop a tight structured approach to the teaching of phonics.	C Lewis	Regular assessments and review of phonic data. Termly progress meetings. Report to Governors. £22,500
A to E	Additional TA interventions to support the whole school approach to teaching of phonics.	Need to focus on Early reading and ensure that all TA staff are fully trained and utilised.	Full training package for all TAs on phonics and early reading. Utilise as many additional adults as possible.	C lewis	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings £14500
A to E	Review approach of Teaching Assistants	MITA	Dedicated MITA lead (Katie Smith). Lesson visits with a focus on additional adults.	M Evans (HT) K.Smith (Lead from MITA project)	Termly meetings with designated lead. Regular TA meetings. TA appraisals. Lesson visits. £11,000
Total budgeted cost					£48,000

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	Maximising the Impact of Teaching assistants	MITA 2 year project.	Whole school review of the role of teaching assistants. Skills audit of TAS. Review of policy.	M Evans	During half termly HT Walk Arounds. Termly lesson visits. Subject leader/external visitor feedback.

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			Additional training on promoting independence.		TA feedback £11,000
A to F	Review of interventions.	SENS register and targeted support register to be fluid, impact to be monitored regularly and reviewed if necessary.	Whole school review of interventions.	R Hitchen	SEN report to Govs. Review of IEPS £15,000
G	Learning Mentor	Improved well-being and mental health, attendance, punctuality and achievement (ST+6) Behaviour intervention (ST+4)	Review the role of the Learning Mentor. Target specific groups ie loss, bereavement, anger issues etc. Undertake preventative rather than reactive work in the form of seedlings.	Learning Mentor Richard Murphy HT M Evans SENCO R Hitchen	At termly attendance meetings and governors' meetings Learning mentor to report to head teacher and SENCO £16000
A to G	Parent Mentor	Parental Involvement (ST+3)	PM to target specific families to support with attendance, behaviour and any issues which may impact learning. Regular parent workshops to support in approach to reading, phonics and issues with social media particularly.	M Evans	Termly Governor meeting Termly reports to HT/SENCO £23000
A to G					
Total budgeted cost					£65,000

c) Other approaches

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
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A to E	Educational and residential Visits in order to address limited life experiences and cultural capital.	Cultural capital must be addressed in order to close gaps on learning experiences.	Each class to be allocated an amount for visits and visitors. Year 6 residential to encourage best outcomes for pupils and also provide life experiences.	M Evans	Review number of visits and visitors each term. Pupil feedback on residential and the benefit to them. £11,000
A to E	Cost of staff to run Breakfast Club	Ensure pupils start the day well for better learning outcomes.	Target specific PP pupils that will benefit. Identify poor attenders and offer the service.	R Murphy	Review number of PP pupils accessing BC each term. £10,000
A to E					
Total budgeted cost					£28,000

Review of Expenditure from Previous Academic Year 2018-2019

	<u>Barrier</u>	<u>Impact</u>	<u>Lessons learned</u>
A	<u>KS2 writing:</u> Attainment in writing is well below school other and national other	Attainment in expected Writing increased by 2% (4 children).	A structured whole school approach is vital.

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B	<u>KS2 writing Greater Depth of study:</u> No disadvantaged child achieved this higher standard.	In GDS writing it improved by 2.7%, with 1 disadvantaged pupil achieving GDS in Writing.	Continue to have high aspirations for Writing, and address any culture capital issues.
C	<u>KS1 Reading, Writing and Maths:</u> Combined attainment is well below national average at the expected standard and below at greater depth	The number of children achieving the expected standard combined has increased by 6%	A secure phonetic knowledge is integral to further increase.
D	<u>Phonics:</u> There is a significant gap in the % of disadvantaged pupils passing the phonics test as compared to national.	There was an increase of 13% for the number of disadvantaged pupils passing the phonics test	An even tighter structured approach to Phonics is required, starting in the Nursery setting.
E	<u>EYFS Good Level of Development:</u> The % of children achieving GLD is well below the national average; 11.6% gap.	The number of disadvantaged children achieving GLD, remained the same.	Address any culture capital issues as early as possible.

Next review date Sept 2020

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