

Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Walsingham Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£110,290	Date of most recent PP Review	18 th Nov 2020
Total number of pupils	199	Number of pupils eligible for PP	82	Date for next internal review of this strategy	1 st February 2021

2.	3.	4. Current attainment			
		Expected		Greater Depth	
End of KS2 Data		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths		67%	75%	0%	15%
% making progress in reading		67%	75%	0%	25%
% making progress in writing		67%	75%	0%	20%
% making progress in maths		67%	80%	0%	30%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Lower initial starting points and difficulties with language, phonics and mathematical development
B.	Specific learning difficulty with reading, writing, number work or understanding information
C.	Emotional and social difficulties such as making friends or relating to adults or behaving properly in school
D.	Communication problems, difficulty in expressing themselves or understanding what others are saying – including non-verbal
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Catching up on lost learning time, following the pandemic enforced 'closure' of the school March to September 2020
F.	Gaps in learning due to poor attendance or persistent lateness
G.	Emotional effects of problems and difficulties arising at home
H.	Limited home support with reading, spelling or homework; lack of trips or experiences to broaden and develop language and vocabulary

6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved support for families so that communication between school and home is consistently good, including through referral onto the Early Help system measured using parental questionnaires.	90%+ positive reports on all questions throughout the year
B.	Increase attendance and reduce punctuality issues of pupils	Attendance to be 96%+ with persistent absenteeism to be less than 10 pupils. Punctuality issues to be reduced to on average less than 10 a day.
C.	Improved self esteem and regard towards school, measured using PASS at the beginning and end of the academic year	Progress to be significant (+10%) between the start and the end of the year in all categories.
D.	Reducing the gap between Disadvantaged and non-disadvantaged in all classes, measured using FFT Aspire through thorough assessment three times/year	In line with National Expectations for RWM at the end of KS2

7. Planned expenditure					
Academic year	2020-2021				
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?
Improve reading for all pupils in EYFS/KS1	Sourcing CPD for all relevant staff in RWI programme and source relevant resources	Advice received from English Hub (Blackpool) CONTINUED FROM LAST YEAR	Package includes 3 development days from Ruth Miskin Trainers, on-site	N Lindsay	January 2021
Development of knowledge rich and humanity rich curriculum, based in best practice and cognitive science	Involvement with a joint project through Chester Zoo and Ignite	Project run through the Archdiocese to develop curriculum – proven record of developing a coherent, broad, balanced, and rich curriculum CONTINUED FROM LAST YEAR	Monitoring in classrooms as the project develops. 12 training days for staff ensuring quality supply to cover.	J Lindsay	Summer Term 2021
All pupils make significant progress in English and maths and have full access to the enriched curriculum	TAs – support in class; small group work; reading with individuals	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	Regular monitoring in classrooms to ensure additional adults are used effectively. Discussions at staff meetings to ensure consistency across the year groups.	C McKinnon	January 2021
Improve logical and problem solving skills, patience and resilience in KS2. Ability to represent school in Merseyside and National competitions.	Social & communication in class and logistical skills - Chess	Evidence from a large-scale Randomised Controlled Trial of the impact of chess on educational attainment by Boruch and Romano (2011), who detected a substantial effect for primary school children in Italy and to another recent study by Gumedde and Rosholm (2015), which found a positive effect of chess on primary school children's achievement in Denmark (effect size 0.15).	Sourcing weekly tutoring and resources from Chess for Schools and Colleges [Subject to Health & Safety]	K Davis	December 2020
Total budgeted cost					£ 86,634
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?

All disadvantaged pupils to have a personalised programme of intervention to maximise	1:1 personalised interventions	Pupils' interventions will be personalised specifically to their areas of need	Half termly reviews of disadvantaged pupils with class teacher to ensure interventions are specifically targeted	C McKinnon	Half termly (November 2020)
All pupils to have additional reading opportunities working independently to develop critical reading and language skills through individualised, motivating learning paths.	Lexia software	British Journal of Education Psychology (2016): " <i>An early-intervention, computer-based literacy program can be effective in boosting the phonological skills.</i> "	Termly reviews of progress by class teachers	SENCO	January 2021
Attendance across the school will be 96%+	Weekly reminder of importance of attendance; awards when required	'Don't miss the Bus' trialled in school for Summer term, Class Half Term award. Feedback from School Council.	Weekly interrogation of attendance data; regular meetings with parents; all holidays unauthorised; focus on persistent absentees.	C McKinnon/C Johanson	November 2020
All pupils to be in school on time, prepared and ready to learn	Punctuality - toast	Reducing number of pupils late, by taking break-time free toast orders at registration.	Employing 'toast preparer'; teaching staff prepared to take toast orders	C Johanson	November 2020
Consistent exemplary behaviour across the school	Behaviour Support Consultant working with individuals Training for all staff (via INSET day)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	Weekly half-day interventions from Debbie Roberts; Regular reviews of behaviour issues; recording of all incidents on CPOMS to be able to interrogate data;	J Lindsay	January 2021
All parents are involved and receive feedback from teachers – ensuring inclusivity for those who would be unable to access otherwise	Use of an Interpreter	Interpreter to work with teachers and parents to ensure parents are involved in school feedback and pupil-lead activities, improving communication and engagement of parents.	Attendance of parents at events. Parents feeling welcome and included	C Winters	January 2021
Improving self-esteem of all pupils	Interventions run by Pastoral Support – following training and resources regarding raising self esteem; Development of Nurture Hub – available to all pupils; Mental Health	https://educationendowmentfoundation.org.uk/about/tenders/social-and-emotional-learning/	Class teachers and parents will identify children who need additional support. Training and resources acquired where necessary. Outside agencies/consultants engaged whenever necessary. Delivered ½ week by Pastoral Support.	C Johanson	November 2020

Support for all families	Involvement of Pastoral Support to support families and to lead Early Help interventions	Parents to feel welcome and supported by the school, fostering good relationships and excellent communication, surrounding pupils with the necessary support.	Pastoral Support involved as a DSL; point of contact for parents and for external agencies	C Johanson	April 2021
Total budgeted cost					£17,135
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?
Improved behaviour on playground, with all pupils having opportunities to interact	Social & Communication on playground	Improved mental health, social and communication for all pupils	Development of EYFS and KS1 playgrounds, using TAs as play leaders	J Lindsay	April 2021
Encouragement of non-academic achievement	Small group of pupils to have opportunity to visit London and take part in a National chess tournament	Incentivised trip to encourage attendance, behaviour and involvement in school life	Members of SLT to accompany pupils. Pupils selected following consultation with SLT and CSC tutor.	C McKinnon	December 2020
Ability for pupils to self-regulate	Involvement of yoga tutor half a day/week for 1 term	https://www.bbc.co.uk/news/av/uk-england-norfolk-47489958/yoga-in-schools-has-profound-impact-on-behaviour	Engagement of external yoga tutor; classes involved are chosen depending on need	C McKinnon	June 2021
Development of library space as a quiet area for reflection and reading	Involvement of pupils in fund raising for new books for library and in development of the space as a welcoming area	Pupils who are involved in the development of a special area will treat it with much more respect than otherwise. Pupils need to feel respected and that they can take ownership	Review of space and questioning of pupils.	J Lindsay	June 2021
Total budgeted cost					£6520.68

8. Review of expenditure				
Previous Academic Year		2019-20		
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
All children to make good progress towards end of Year and end of Key Stage expectations	●Ensure that all teaching throughout the school is at least good or better. ●Ensure all children have clear and accurate targets in place, monitored through termly pupil progress meetings and analysis of tracking data.	Very difficult to measure this year as the year was cut short. RWM: Y6: 72% FSM: 67% Non-FSM: 75% Y2: 40% FSM: 18% Non-FSM: 53%	Pupils require a personalised intervention programme who are FSM, to be introduced September 2020. School are severely worried about the impact that the enforced lockdown has had on both academic and mental health of pupils and will be ensuring that there is an accurate baseline in place with interventions as soon as pupils return to the school. Quality of Teaching for all should strengthen and build on prior knowledge, attainment and progress.	£85,251
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
Identify and fill gaps and misconceptions in English and Maths	●Introduction of Catch-up English and Maths to improve decoding and comprehension skills ●Bespoke interventions for English & maths	Pupils involved in catch up made significant progress – many returned to class without the need to boost, more added to the list and some new pupils taken on. Teachers fed back that they felt those involved had accessed far more of the curriculum as a result.	To continue next year.	£14,766

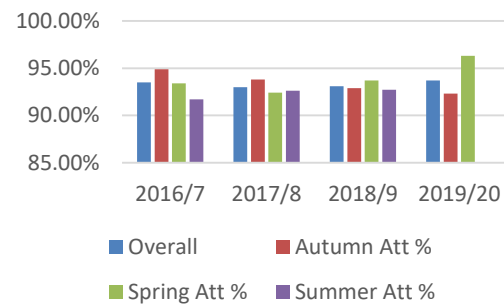
Increase attendance and regular lateness

- Implement first day response systems
- Implement full procedures for warning letters and penalty fines
- Implement new reward systems and incentives

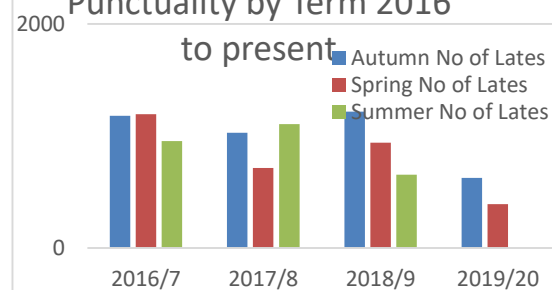
Don't Miss the Bus implemented for last half term, which increased attendance. Persistent absentees reduced. Some stand-alone cases (e.g. awaiting alternative provision) clouded overall percentages.

ATTENDANCE	Overall
2016/7	93.50%
2017/8	93%
2018/9	93.10%
2019/20	93.70%

Attendance by Term 2016 to present

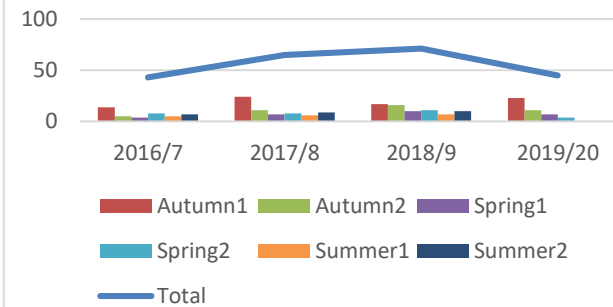


Punctuality by Term 2016 to present



Penalties for holidays to continue; review of attendance taken place and new initiatives implemented. Don't miss the bus to continue.

No of PAs by Halfterm from 2016 to present



£7,302

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
Improved behaviour on playground, with all pupils having opportunities to interact; improved self esteem and ability to self-regulate	Purchase of playground equipment Outdoor TT table Development of KS1 playground Incentivised trip to encourage attendance, behaviour and involvement in school life Engagement of external yoga tutor; classes involved are chosen depending on need	Significant reduction in behaviour issues; no external exclusions	Approach will continue. Development of the Nurture Hub	£1,521

9. Additional detail

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