

Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Walsingham Catholic Primary School				
Academic Year	2019/20	Total PP budget	£108,840	Date of most recent PP Review	1 st Oct 2019
Total number of pupils	222	Number of pupils eligible for PP		Date for next internal review of this strategy	1 st February 2020

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		39%	78%	17%	0%
% making progress in reading		61%	78%	17%	22%
% making progress in writing		67%	100%	17%	0%
% making progress in maths		56%	100%	22%	22%

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.	Gaps in learning due to poor attendance or persistent lateness
F.	Emotional effects of problems and difficulties arising at home
G.	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	2019-2020				
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)	Package includes 3 development days from Ruth Miskin Trainers, on-site	J Lindsay	January 2020
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	Monitoring in classrooms as the project develops. 12 training days for staff ensuring quality supply to cover.	J Lindsay	Summer Term 2020
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 2020
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 Gumede 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	K Davis	December 2019
Total budgeted cost					£ 85,251
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	C Brett	January 2020
Attendance across the school will be 96%+	Weekly reminder of importance of attendance; Half termly class award afternoons; Annual trip for 'Don't miss the Bus'	'Don't miss the Bus' trialled in school for Summer term, Half Term 2 and improved attendance. 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 2019
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 2019
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 2020
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 2020
Improving self-esteem of all pupils	Interventions run by PSA – following training and resources regarding raising self esteem	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 PSA.	C Johanson	November 2019

Support for all families	Involvement of PSA 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.	PSA involved as a DSL; point of contact for parents and for external agencies	C Johanson	April 2020
Total budgeted cost					£22068.32
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	Purchase of playground equipment Outdoor TT table Development of KS1 panels on playground	J Lindsay	January 2020
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 2019
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 2020
Total budgeted cost					£1520.68

8. Review of expenditure				
Previous Academic Year				
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	<ul style="list-style-type: none"> •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. 	<p>Pupils made significant progress.</p> <p>End of KS1 and 2 data:</p> <ul style="list-style-type: none"> • Both cohorts had a significant number of SEN • Both cohorts had a higher than average FSM % <p>Y6:</p> <p>Expected RWM: Non-FSM = 73% FSM = 25% Overall = 52%</p> <p>Greater Depth RWM: Non-FSM = 13% FSM = 8% Overall = 11%</p>	Pupils require a personalised intervention programme who are FSM, to be introduced September 2019. Quality of Teaching for all should strengthen and build on prior knowledge , attainment and progress.	
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	<ul style="list-style-type: none"> •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.	

<p>Increase attendance and regular lateness</p>	<ul style="list-style-type: none"> ●Implement first day response systems ●Implement full procedures for warning letters and penalty fines ●Implement new reward systems and incentives 	<p>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.</p> <ul style="list-style-type: none"> ● Overall [Reception-Y6]: 93.1% <ul style="list-style-type: none"> ○ Autumn: 92.9% ○ Spring: 93.7% ○ Summer: 92.7% ● No of Persistent Absentees (less than 80%)[Nursery-Y6]: <ul style="list-style-type: none"> ○ Autumn 1: 17 pupils (3 EYFS; 4 left school) ○ Autumn 2: 17 pupils (3 EYFS; 6 left school) ○ Spring 1: 14 pupils (2 EYFS; 6 left school) ○ Spring 2: 14 pupils (2 EYFS; 4 left school) ○ Summer 1: 9 pupils (0 EYFS; 4 left school) ○ Summer 2: 7 pupils (1 EYFS; 1 left school) 	<p>Penalties for holidays to continue; review of attendance taken place and new initiatives implemented. Don't miss the bus to continue.</p>	
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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
<p>Improved provision in EYFS, supporting families that require support through early development including Early Help.</p>	<p>Early identification of SAL/OT concerns and quick referral</p> <ul style="list-style-type: none"> ● PSA working with families to support through Early Help 	<p>Implementation of the Early Help system in school – PSA role further developed, as a result. Early identification in EYFS for any concerns.</p>	<p>Approach will continue. Parents very supportive of school, as a result of the support and help that they receive from staff in school – school more aware of any issues regarding families that may impact on a child and/or their learning.</p>	

9. Additional detail

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

