



## **Pupil Premium Strategy (Primary)**

September 2019

St Alphonsus' Catholic Primary School

<b>1. Attainment for end of Key Stage 2 2018 - 2019</b>			
	<i>Pupils eligible for PP (St Alphonsus' Catholic Primary School)</i>	<i>Pupils not eligible for Pupil premium (St Alphonsus' Catholic Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	40%	46.2%	70%
<b>% achieving higher standard in reading, writing and maths</b>	10%	0%	12%
<b>% expected standard in reading</b>	50%	53.8%	80%
<b>Average Scaled Score Reading</b>	97.3	100.0	105
<b>Progress Score in Reading</b>	-4.33	-3.34	0
<b>% expected standard in writing</b>	40%	76.9%	83%
<b>Progress Score in Writing</b>	-2.57	-1.41	0
<b>% expected standard in maths</b>	40%	100%	81%
<b>Average Scaled Score in maths</b>	100.9	106.8	105
<b>Progress Score in Maths</b>	-0.26	+3.27	0
<b>% expected standard GPS</b>	50%	84.6%	82%
<b>2. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Levels of Literacy, Communication and Language are at a very low level on entry.		
<b>B.</b>	A significant increase in mobility is affecting all areas.		
<b>C.</b>	Children entering school with little or no English.		
<b>Additional barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>	Poor attendance and punctuality.		
<b>E.</b>	Parents unable to support children with literacy and numeracy.		
<b>F.</b>	Limited life experiences.		
<b>G.</b>	Challenging home circumstances.		
<b>H.</b>	Some PP children not school ready ie very low entry levels at Nursery.		
<b>3. Intended Outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>	

<b>A.</b>	To accelerate learning for children in reading, to improve outcomes for pupils. Assessed termly and outcomes measured at Year 2 and Years 6 through Statutory Outcomes.	Children meeting national outcomes.
<b>B.</b>	To have stable and settled year groups throughout school in which children's learning, progress and attainment can continue to be built on.	Settled cohorts.
<b>C.</b>	Pupils are assessed quickly on entry and appropriate support and resources are put in place.	Children settle quickly into school and making progress.
<b>D.</b>	Improve attendance for all pupils to a minimum of the target, set by NPCAT, of 97%. Measured half termly, attendance reports to parents, Reported to LMB once a term. Pupils arrive to school on time and are ready to begin lessons at the start of the school day.	Attendance will be 97% or above. Reduction on minutes lost.
<b>E.</b>	Increase parental engagement with their own and their child's education and with the academy – Measured by parental surveys, attendance at parent's evenings, training opportunities, and attendance at offered meetings.	Improved attendance at parents evening. Increase in number of surveys completed. Parents attending meetings.
<b>F.</b>	Improved life experiences with a broad and balanced curriculum for children by educational/residential visits and extended school opportunities. Pupil engagement/opportunities and curriculum outcomes.	Children benefit from educational/residential visits half termly which enhances the curriculum and creates interest and enthusiasm. Children have gained experience of opportunities they would not normally have access to. Children will make progress due to not being inhibited by the lack of personal experiences.
<b>G.</b>	Family is supported to deal with any challenges/issues they may be experiencing. Measured in regular review of PSA work and the families with whom the PSA is working with.	Children feel happy, secure and safe enabling them to concentrate on their learning.
<b>H.</b>	Pupils are well equipped with basic skills and ready to start their learning journey.	Pupils are settled and ready to engage in learning.

#### 4 Summary information

<b>School</b>	St Alphonsus' Catholic Primary				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£115,400	<b>Date of most recent PP Review</b>	Autumn 2019
<b>Total number of pupils</b>	178	<b>Number of pupils eligible for PP</b>	86	<b>Date for next internal review of this strategy</b>	Autumn 2020

## Pupil premium strategy / self-evaluation (primary, middle)

5 Review of Expenditure				
i. Quality of teaching for all				
Action	Intended Outcome	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>Implementation of cross moderation with other schools in Multi Academy Trust</p> <p>Embedding TAs in Intervention First Class Writing</p> <p>Pixl Intervention</p> <p>Additional TA support for children not working at age related expectations from Reception – Year 6</p> <p>Targeted activities/visits/trips to engage excite and enthuse</p>	<p>Improve writing outcomes for all pupils from Reception to Year 6</p>	<p>In Reception Pupil Premium writing outcomes 61.5%.</p> <p>In Year 2 Pupil Premium writing outcomes 64.3%. Home grown Year 2 81.8%.</p> <p>Year 6 Pupil Premium writing outcomes 40%. Home grown Year 6 - 57.1%</p> <p>Mobility/new pupils impacting on the attainment of others.</p>	<p>School data suggests positive impact of all chosen actions/approaches therefore intervention will continue, responding to need.</p>	<p><b>£59,878</b></p>
<p>Embedding new approach to guided reading throughout school.</p> <p>Introduce Accelerated Reader as a whole school approach to promote reading confidence and reading for pleasure. Allowing staff to give positive praise and breed a reading culture.</p>	<p>Improve reading outcomes for all pupils from Reception to Year 6</p>	<p>Reception Pupil Premium reading outcomes 61.5%.</p> <p>Year 2 Pupil Premium reading outcomes</p> <ul style="list-style-type: none"> <li>EXS+ 71.4%</li> <li>Greater Depth 7.1%.</li> </ul> <p>Year 6 Pupil Premium reading outcomes</p> <ul style="list-style-type: none"> <li>EXS+ 50% H</li> <li>Home Grown Pupil Premium pupils 62.5%.</li> <li>Greater Depth 20%.</li> </ul> <p>Pupils in Year 2 – 6 actively engaging in Accelerated Reader. Impact showing improved engagement and enjoyment in</p>	<p>School data suggests positive impact of all chosen actions/approaches therefore intervention will continue, responding to need.</p>	

		reading. Accelerated for some individual pupils (see AR reports).		
Small streamed phonics groups, timetabled and held daily to enable more targeted intervention.  1-1 sessions held with Year 1 pupils.  Year 1 After school Phonics group  Parents Phonic Workshop/Resources	Improve phonics understanding for pupils in Key Stage 1	Year 1 Statutory Phonic Outcomes were in line with national expectations (80% school, 82% National. Pupil Premium pupil's phonic outcome 60%. Year 2 resits 100%)  Progress indicators from school assessment trackers show accelerated progress.	School data suggests positive impact of all chosen actions/approaches therefore intervention will continue, responding to need.	

## ii. Targeted Support

Action	Intended Outcome	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
Employ sufficient teachers and TAs to ensure targeted interventions are delivered effectively. Small group interventions to be carried out in order to narrow gaps in specific areas	Improve outcomes across the curriculum	A wide range of intervention programmes were delivered to a number of individual children with identified needs. Progress of individual pupils was assessed at the beginning and end of intervention period showing impact.	School data suggests positive impact of all chosen action/approaches, therefore intervention will continue responding to need.	<b>£12,500</b>
Parents encouraged to attend activities/events on a regular basis.	Improve parental engagement	A small number of parents are beginning to engage in training courses offered by the school linked with supporting pupils.  Nursery and Reception parent courses are very well attended.  Engagement is continuing to improve – small steps.	Opportunities will continue to be offered in a range of areas and parents encouraged to engage.	

## iii. Other approaches

Action	Intended Outcome	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>PSA 25 Hours to give emotional support and well being to vulnerable families.</p> <p>After Schools clubs</p> <p>Rainbows – an effective way of ensuring barriers to learning are removed for those children who need specific support socially and emotionally</p> <p>Breakfast Club – support to encourage good attendance</p>	<p>Improve health and well-being of children who are ready for learning</p>	<p>Engagement in programmes in school available to support pupil's health and well-being are often over-subscribed due to popularity/need basis. Parents are beginning to engage more with school staff to support home issues.</p>	<p>Ongoing need.</p>	<p><b>£43442</b></p>
<p>TVMS Music Provision Package for EYFS, KS1 and KS2. This provides the opportunity for pupils to play a musical instrument</p>	<p>Widen pupils exposure to music in school.</p>	<p>Some individual pupils/whole class engagement in music provision. Pupil talents able to be nurtured and developed.</p>	<p>Creative opportunities enable the delivery of a wider learning experience, enabling talents to be developed.</p>	
<p>To provide a range of educational visits to extend pupils learning and create memorable experiences for all pupils.</p> <p>Arrange visitors into school to develop children's love of learning and bring education to life</p>	<p>Widen life experiences of children to support learning and improve outcomes</p>	<p>Pupils are experiencing a wide range of study experiences, visits and visitors which in turn is impacting on creativity and outcomes across a range of subjects.</p>	<p>Curricular experiences are invaluable to developing the creativity and imagination of our pupils. Need is ongoing.</p>	
<p>EWO ½ day per week to provide targeted support for pupils with below expected attendance. Target persistent late arrivals.</p> <p>Weekly attendance rewards to class/classes who achieve 96% or above attendance. Continue with termly awards for children who maintain 100% for whole school year.</p>	<p>Improve Attendance for all pupils</p>	<p>Whole school end of year attendance 96.20%. Target met. Much improved punctuality. The School and the EWO worked tirelessly to address constant attendance/punctuality issues.</p> <p>School staff continued to promote the benefits of attendance/punctuality on a daily basis.</p>	<p>Ongoing need.</p>	

<p>To further encourage 100% attendance introduce weekly awards in EYFS, KS1 and KS2.</p> <p>Postcards sent pupils who manage 100% for a half term.</p>				
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6 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 (supporting training and continuous development to improve the quality of all teaching)					
Action	Intended Outcome	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>Continue to embed a whole class approach to guided reading throughout school.</p> <p>Purchase of topic linked resources/guided reading books.</p> <p>Purchase of Blue Level reading books to supplement school reading resources</p> <p>Nursery/Reception Literacy welcome starter packs for all new pupils.</p>	<p>Improve reading outcomes for all pupils from Reception to Year 6.</p>	<p>Whole class teaching approach which exposes pupils to a wider range of texts and opportunities to extend vocabulary and understanding.</p>	<p>Regular monitoring and evaluation.</p>	<p>Subject Leader</p>	<p>Ongoing</p>
<p>Implementation of cross moderation with other schools in Multi Academy Trust</p>	<p>Improve writing outcomes for all pupils from Reception to Year 6</p>	<p>The introduction of cross moderation raises staff confidence with writing and judgements.</p> <p>To accelerate progress of vulnerable children leaving KS1. To close the gaps in children's</p>	<p>Regular monitoring by English subject leader, timetabled sessions agreed/attended by all parties.</p>	<p>HT/English Subject Leader</p>	<p><b>Termly</b></p> <p><b>Termly</b></p>

<p>Purchase next step of First Class Writing for Years 4/5 Intervention.</p> <p>Pixl Intervention</p> <p>Additional TA support for children not working at age related expectations from Reception – Year 6</p> <p>Targeted activities/visits/trips to engage excite and enthuse</p>		<p>learning addressing spelling, handwriting and punctuation. To address targets given from OFSTED IN 2012. To bring Y3 and Y4 children in line with writing expectations</p> <p>Pixl is an invaluable intervention and has positively impacted on key marginal pupils in Year 6 since its introduction into school.</p> <p>Pixl resources to be used in the majority of year groups.</p> <p>Additional support allows for focus on misunderstandings or additional intervention to be provided to focus on identified gaps in learning</p> <p>Children enter school with limited life experiences which hampers creativity and imagination.</p>	<p>Monitoring of pupil attainment and observation of delivery.</p> <p>Year 6 teacher to meet termly with Pixl consultant. Pixl school report.</p> <p>Regular monitoring. Pupil progress.</p> <p>Feedback from pupils re enjoyment, Feedback from teachers on impact. Tracking of pupils. Quality experiences/visits planned and implemented.</p>	<p>SENCO/ Subject Leaders</p> <p>Year 6 staff</p> <p>SLT</p> <p>SLT</p>	<p><b>Termly</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
<p>Small streamed phonics groups, timetabled and held daily to enable more targeted intervention.</p> <p>1-1 sessions held with Year 1 pupils.</p> <p>Fast Track Phonic Intervention.</p> <p>Songbird Phonic books</p> <p>Year 1 After school Phonics group</p> <p>Parents Phonic Workshop/Resources</p>	<p>Develop and Improve phonics understanding for pupils in Key Stage 1 and targeted groups.</p>	<p>Small phonics groups enables targeted support for vulnerable children.</p> <p>1-1 session allows personalised and focussed intervention.</p> <p>Allows additional support for children who do not get phonics/reading at home.</p> <p>Inform parents of importance of phonics to their child's education. And equips them with the basic tools to support their own children.</p>	<p>Regular monitoring of teaching and learning.</p> <p>Monitoring and evaluation of data.</p> <p>Careful tracking of the impact of smaller group's and 1-1 sessions every morning.</p> <p>Invitations sent out to parents/children: encourage attendance.</p> <p>Invitations to parents. Include in Nursery/Reception parent courses.</p>	<p>Subject Leader</p> <p>Class Teacher</p> <p>Subject Leader to track progress of phonic groups.</p> <p>ST/Y1 staff.</p> <p>EYFS staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<p>Implementation of cross moderation with other schools within the Multi Academy Trust.</p> <p>Pixl Intervention.</p> <p>Additional TA support for children not working at age related expectations. From Reception – Year 6.</p> <p>Maths Focus Week</p> <p>Resources. Digital Maths Resources.</p>	<p>Improve Mathematics outcomes for all pupils, Reception – Year 6</p>	<p>Embedding of cross moderation raises staff confidence with mathematical judgements.</p> <p>To accelerate progress of vulnerable children leaving the end of KS1 and KS2.</p> <p>To close the gap in children's learning, addressing mathematical concepts.</p> <p>Pixl is an invaluable intervention and has positively impacted on key marginal pupils in Year 6 since its introduction into school.</p> <p>Additional support allows for focus on misunderstandings or additional intervention to be provided to focus on identified gaps in learning,</p>	<p>Regular monitoring by curriculum leader, timetabled sessions attended/agreed by all parties.</p> <p>Monitoring of pupil attainment and observation of delivery.</p> <p>Year 6 teacher to meet termly with Pixl consultant. Pixl school report.</p> <p>Regular monitoring and pupil progress.</p>	<p>HT/Maths Curriculum Leader.</p> <p>SENCO/Curriculum Leader</p> <p>Year 6 staff</p> <p>SLT</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<b>£47650</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Employ sufficient teachers and TAs to ensure targeted interventions are delivered effectively. Small group interventions to be carried out in order to narrow gaps in specific areas.</p> <p>Employ professional services of an Education Psychologist to assess identified pupils, providing next steps.</p>	<p>Improve outcomes across the curriculum</p>	<p>Success of small intervention groups that target provision for individual needs.</p> <p>Phonics and interventions to address gaps in learning will improve attainment.</p> <p>Additional staff members in classrooms ensures good attitude to learning, Small group/1:1 support to correct misconceptions, reinforce and extend knowledge.</p> <p>Through the professional services of an Educational Psychologist pupils needing assessment are assess and parents and school supported/</p>	<p>Regular monitoring of learning environment. Intervention mapping.</p> <p>Half termly assessment data.</p> <p>Observation monitoring</p> <p>Assessment of identified pupils</p>	<p>SENCO</p> <p>English Subject Lead</p> <p>SLT</p> <p>SENCO</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Parents encouraged to attend activities/events on a regular basis.	Improve parental engagement	An increase in parental support for learning will in turn improve pupil outcomes/support.  To equip parents with knowledge of where their child is academically and how they can help them.  To inform parents of support available for them as a family.	Regular events/invitations to attend school for a range of themes.	All Staff  Class Teachers  PSA	Ongoing  Ongoing  Ongoing
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**Total budgeted cost    £16,460**

### iii. Other approaches

Action	Intended Outcome	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>PSA 25 Hours to give emotional support and well being to vulnerable families.</p> <p>After Schools clubs</p> <p>Develop Thrive approach to identify barriers and approaches to learning.</p> <p>Provide emotional/counselling support for individual pupils.</p> <p>Rainbows – an effective way of ensuring barriers to learning are removed for those children who need specific support socially and emotionally</p> <p>Breakfast Club – support to encourage good attendance</p>	<p>Improve health and well-being of children who are ready for learning</p>	<p>Support required for vulnerable families on a range of health, home and social issues.</p> <p>Pupils are able to attend sessions which gives them access to additional support.</p> <p>Barriers to learning are identified to individual pupils providing teaching staff with next step/new approaches.</p> <p>Identified pupils are able to access individual emotional/counselling support with a trained professional.</p> <p>Identified pupils are able to access a tailor made emotional/bereavement support programme in a small group from trained staff.</p> <p>Provides children with a healthy breakfast in a safe and secure environment before the start of the school day. Broadens experiences with the introduction of 'themed breakfast'</p>	<p>Availability to support parents when required.</p> <p>Regular monitoring/attendance</p> <p>Timetabled weekly slot during the course of the programme.</p> <p>Monitor attendance, termly returns submitted to Greggs Foundation.</p> <p>Any concerns raised at SLT</p>	<p>PSA</p> <p>Staff</p> <p>Trained staff</p> <p>SMB/CD/CF/A C</p>	<p>Annually</p> <p>Termly</p> <p>End of programme (reviewed with parents and pupils)</p> <p>Half Termly</p>
<p>TVMS Music Provision Package for EYFS, KS1 and KS2. This provides the opportunity for pupils</p>	<p>Widen pupils' exposure to music in school.</p>	<p>To give pupils the opportunity to develop talents and gifts in other areas of the curriculum other than the core subjects.</p>	<p>Evaluation of performances and participation in musical events. Pupils being entered for musical grade exams</p>	<p>JC</p>	<p>Annually</p>

to play a musical instrument					
<p>To provide a range of educational visits to extend pupils learning and create memorable experiences for all pupils.</p> <p>Arrange visitors into school to develop children's love of learning and bring education to life</p>	<p>Widen life experiences of children to support learning and improve outcomes</p>	<p>Children enter school with limited life experiences which hamper creativity and imagination.</p>	<p>Good quality experiences/visits and visitors planned/implemented linked to curricular themes.</p> <p>Improve Attendance for all pupils</p>	<p>All teaching staff</p>	<p>Half Termly</p>
<p>Attendance support provided for all pupils with below expected attendance.</p> <p>Target persistent late arrivals.</p> <p>Raise the status of attendance and punctuality with termly featured Attendance Weeks.</p> <p>House tokens given to pupils who achieve 100% attendance each week.</p> <p>Half termly postcards sent to pupils who achieve 100% for the half term.</p> <p>Continue with termly awards for children who maintain 100% for whole school year.</p> <p>Reward for 100% attenders for whole school year.</p>	<p>Improve Attendance for all pupils</p> <p>Target persistent late arrivals.</p> <p>Raise the status of attendance and punctuality with termly featured Attendance Weeks</p> <p>House tokens given to pupils who achieve 100% attendance each week.</p> <p>Half termly postcards sent to pupils who achieve 100% for the half term.</p> <p>Continue with termly awards for children who maintain 100% for whole school year.</p>	<p>Higher attendances reduces gaps in education, leads to improved outcomes.</p> <p>To reduce the number of minutes learning time lost.</p> <p>Encourage good attendance through rewards- pupils want to come to school.</p> <p>To inform parents of pupils attendance achievement. Cause for celebration</p> <p>To improve pupil attendance and punctuality in turn improving pupil outcomes.</p>	<p>Monitor attendance half termly of all year groups.</p> <p>Termly Reports to LMB</p> <p>Half termly/monthly reports to send to parents.</p> <p>School office to raise concerns.</p> <p>Assembly slot timetabled</p> <p>Regular monitoring of whole school/identified pupil attendance and punctuality.</p>	<p>HT</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<b>£51,290</b>