



## **Pupil Premium Strategy**

17<sup>th</sup> September 2019

St Pius X Catholic Primary Academy.



1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>57%</b>	<b>64%</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>-3.70</b>	<b>0.30</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>-2.27</b>	<b>0.20</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>-1.90</b>	<b>0.30</b>
2. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children enter the EYFS with skill well below those typically found in their peers.	
<b>B.</b>	Children entering the school below ARE not making accelerated progress to close the attainment gap	
<b>C.</b>	Some children experience additional and/or special educational needs.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	School attendance	
<b>E.</b>	Limited life experiences: 70% of pupils live in the top 1% of most deprived electoral wards nationally	
<b>Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Diminishing the difference between children at St. Pius X and the national average at the end of EYFS and in the Phonic Screening Check	65 % of children achieving a GLD 79% of children in Year 1 will achieve the phonics screening test

<b>B.</b>	Diminish the difference in reading writing and maths between children at St. Pius X and the national average at the end of key stage 1 & 2	At KS 1 pupils attaining a level which is the expected standard in Reading, Writing and Mathematics will reach at least 68%, 64% and 68% respectively At KS 2 pupils attaining a level, which is the expected standard in Reading, Writing and Mathematics will reach at least 79%, 79% and 79% respectively. 64% combined Reading, Writing and Mathematics
<b>C.</b>	Prevent the gap in attainment in reading, writing and mathematics from growing wider between these children and their peers.	The needs of children are accurately identified and appropriate provision is in place to meet these needs.
<b>D.</b>	Improve attendance of all pupils to above 97%	97% attendance would be achieved
<b>E.</b>	Improved life experiences for children – they have access to a broad and balanced curriculum with many rich, relevant first-hand experiences.	Children participate in extracurricular/ enrichment activities. Children participate in school trips, visits and visitor, to enhance the St. Pius X curriculum. The children are enabled opportunities they would not normally have access to, including pilgrimaging to Rome.

Summary information					
School	St Pius X Catholic Primary Academy				
Academic Year	2019-20	Total PP budget	£147840	Date of most recent PP Review	Autumn 2019 199
Total number of pupils	211	Number of pupils eligible for PP	112 (98 less Y6)	Date for next internal review of this strategy	Autumn 2020

## Pupil premium strategy / self-evaluation

Review of expenditure				
Previous Academic Year				
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
Provision of a tracking system: Classroom Monitor (September 2018 - 31st March 2019) which enables staff to undertake effective formative assessment.	Assessment for learning and effective feedback are a cornerstone in ensuring that children make accelerated progress in their learning so that increasing numbers of children are working at age related expectations resulting in the narrowing of the attainment gap. EYFS – GLD 70% KS 1 – 75% KS2 – 88%	Attainment targets were not met. Attainment was as follows: EYFS – GLD 67% KS 1 – 63% KS2 – 57%	More robust implementation of internal accountability mechanisms is needed and has been planned for in the School Development Plan.	£1,600.00

<p>The provision of additional teaching assistants in the EYFS to deliver targeted interventions.</p>	<p>Increasing numbers of children working at age related expectations resulting in the narrowing of the attainment gap.</p>	<p>67% of the children attained the Good Level Development at the end of Reception. This was below the target set, however it represents a narrowing of the gap between the children and the national average, when the baseline of 0% working at Age Related Expectations is taken into account,</p>	<p>Staffing deployment has been undertaken for the academic year 2019-20. There has been one teaching assistant deployed to each class in the EYFS. There is an additional teaching assistant deployed to Reception to meet the ongoing medical needs of a specific child.</p>	<p>£34,274.00</p>
<p>The provision of additional teachers to deliver targeted interventions</p>	<p>To increase the number of children in Year 6 working at age related expectations in reading, writing and mathematics to 88%,  To increase the number of children in Year 1 so that 86% children attain the pass mark in the phonics screening test.</p>	<p>68% of children achieved the pass mark in the phonic screening check.  57% of children attained age related expectations in reading, writing and mathematics at the end of Year 6.</p>	<p>More systematic teaching of phonics is required in Year 1. A review of current practise is built into the School Improvement Plan. School have introduced breakdown charts for each year group to improve tracking and narrow gaps in attainment between different subjects for pupils – leading to more focussed and targeted support.</p>	<p>£49,663.40</p>

To provide ongoing CPD to support staff for the successful delivery of interventions programme.	Children made good progress from their starting points across the school and there was an increase in the number of children working at age related expectations: EYFS – GLD 70% KS 1 – 75% KS2 – 88%	Attainment targets were not met. Attainment was as follows: EYFS – GLD 67% KS 1 – 63% KS2 – 57%	More robust implementation of internal accountability mechanisms is needed and has been planned for in the School Development Plan.	£3,000.00
To Provide CPD for teaching staff to establish a coaching model for improvement in the quality of teaching and learning.	Children made good progress from their starting points across the school and there was an increase in the number of children working at age related expectations: EYFS – GLD 70% KS 1 – 75% KS2 – 88%	Attainment targets were not met. Attainment was as follows: EYFS – GLD 67% KS 1 – 63% KS2 – 57%	Research suggests that establishing successful coaching appears to happen in phases and in the longer rather than the immediate term. Therefore planning for the ongoing implementation of coaching has been included in the whole school improvement plan.	£3,000.00
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

<p>Purchase of additional resources to support the learning of children</p> <p>Educational Psychologist CPG SATs books Sumdog Timestable Rockstar Maths Intervention Kit Place Value Hands on Kit. Bug Club subscription</p>	<p>Increasing numbers of children are working at age related expectations resulting in the narrowing of the attainment gap. EYFS – GLD 70% KS 1 – 75% KS2 – 88%</p>	<p>Attainment targets were not met. Attainment was as follows: EYFS – GLD 67% KS 1 – 63% KS2 – 57%</p>	<p>Systematic review of the effectiveness of current resources for supporting learning in English and Mathematics is included in the whole school improvement plan for 2019-20</p>	<p>£5,036.15</p>
<p>Data Technician (September 2018 – 31<sup>st</sup> March 2019) to track levels of progress for Pupil Premium recipients</p>	<p>Children's attainment is tracked carefully. Internal accountability mechanisms mean that appropriate interventions are in place for children, resulting in accelerated rates of progress and increasing numbers of children working at ARE throughout the school. At the end of Key Stage 88% of children will be working at the nationally expected standard in reading, writing and mathematics</p>	<p>Attainment targets were not met. Attainment was as follows: EYFS – GLD 67% KS 1 – 63% KS2 – 57%</p>	<p>More robust implementation of internal accountability mechanisms is needed and has been planned for in the School Development Plan.</p>	<p>£2,950.00</p>

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
Breakfast club staff Breakfast Club is free for all pupils as we realise the importance of starting a day with a healthy meal and the impact that this can have on children.	65 children are able to access breakfast club in order to provide the best possible start to the day, so that children are hydrated and fed and ready to start learning.	The number of children attending breakfast club has improved steadily during the academic 2018-19.	School plan to continue to provide a universal, free breakfast club for the children of St. Pius X.	£11,567.00
SLA with an external agency (September 2018 – 31 <sup>st</sup> March 2019) to manage attendance and work with parents.	Attendance across the school improves to 96%	Whole school attendance target was not met.	Trust Attendance Policy details roles and responsibilities of staff with regard to Attendance practice and procedure. External agency support will not be continued in 2019-20	£10,080.00
Attendance Officer to support with attendance and punctuality issues.	Attendance across the school improves to 96%	Whole school attendance target was not met.	Trust Attendance Policy details roles and responsibilities of staff with regard to Attendance practice and procedure.	£8,290.00

<p>Provision of trips, visits and visitors within the St. Pius X Curriculum.</p>	<p>Exciting and varied learning opportunities allow disadvantaged pupils to have a wider range of experiences. These experiences can be drawn upon in cross-curricular learning. The financial burden of visiting places or inviting visitors into school is lifted from disadvantaged households and enables children to feel like an integral part of their wider community.</p>	<p>A wide range of trips, visits and visitors was undertaken by the children of St. Pius X in the academic year 2019-20. Informal feedback from the pupils was positive regarding these.</p>	<p>A review of the St. Pius X curriculum is taking place in light of the Education Inspection Framework. Trips, visits and visitors are planned into the medium term St Pius X curriculum planning.</p>	<p>£13,000.00</p>
<p>To provide identified families with uniform and suitable clothing.</p>	<p>Children's self-esteem was boosted as they were able to conform to the expectation of uniform and feel the benefit of feel the sense of belonging and pride that wearing a uniform engenders.</p>	<p>The Section 48 Denominational inspection (February 2019) states that, "Pupils have a strong sense of belonging to the vibrant Catholic community of St Pius X School."</p>	<p>School will continue to provide identified families with school uniform and suitable clothing because 70% of pupils live in the top 1% of most deprived electoral wards nationally. We believe that the school uniform and a sense of belonging contribute to the children's outstanding behaviour, which is rooted in their involvement in the ethos and values of the school; the calm, purposeful and orderly atmosphere around school springs from this.</p>	<p>£1,000.00</p>

<p>The provision of extra-curricular activities with priority to those children at whom pupil premium is focused.</p>	<p>Funding enabled targeted children to take part in extra-curricular activities: demonstrating the School's commitment to equal opportunities, ensuring that all pupils have the same chance to be successful in school.</p>	<p>Those extra-curricular activities that were provided by the school were well attended by the children of St. Pius X. 42% of children took part in extracurricular activities and breakfast club.</p>	<p>The school will continue to provide extra-curricular and enrichment activities for the children of St. Pius X in line with the NPCAT 3-year vision.</p>	<p>£1,170.00</p>
<p>Pilgrimage to Rome</p>	<p>Cross-curricular trip to Rome to broaden the children's experiences of another culture. Providing them with a life experience, which may not be available to them: demonstrating the School's commitment to equal opportunities, ensuring that all pupils have the same chance to be successful in school.</p>	<p>18 children took part in the Pilgrimage to Rome. The Vatican is the home of the Pope, the spiritual head of the Roman Catholic Church. The pilgrims visited the Vatican to hear the Pope speak publicly and attended mass in Latin in Rome. The pilgrims were able to visit the most important site for Roman Catholic pilgrims to Rome: Saint Peter's Basilica.</p>	<p>The children who undertook the pilgrimage to Rome were afforded the chance to be close to the centre of their faith. An important part of this was visiting the Pope, listening to his message and taking an active part in prayers, which he led at the site, which marks the death of the first Pope, Saint Peter. Informally they reported that it made them feel close to their spiritual leader and to the very first Christian community. School would like to provide this opportunity again to the children of St. Pius X.</p>	<p>£10,000.00</p>

Provision of playground equipment	Play Leaders are established for play and lunchtimes. The children will have been trained in these games and chosen equipment.	Children were able to take an active role in the leading of games during play and lunchtimes thanks to the provision of games and chosen equipment.	The children who were leading on games during play and lunchtimes have now left the school. It would be useful to succession plan in the summer term so that some Year 5 children step up to the role and are trained by the Year 6 children to enable a smooth transition at the beginning of the next academic year.	£4,698.78
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Planned expenditure

A Academic year	2019-2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
Additional Teacher deployed to Year 6 enabling focussed within class attainment grouping to increase rates of progress.	Diminish the difference in reading, writing and mathematics for children in receipt of pupil premium.	The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. Within-class attainment grouping may also have an impact on wider outcomes such as confidence.	Deployment of staff with clear timetabling. Internal accountability mechanisms, such as book scrutiny to see evidence of progress in children's books. Monitoring of progress and attainment data termly	DHT	Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.

<p>Additional Teacher deployed to undertake small group tuition in Years 2 and 6</p>	<p>Diminish the difference in reading, writing for children in receipt of pupil premium in Y2. Diminish the difference in reading &amp; mathematics for children in receipt of pupil premium in Y6.</p>	<p>Evidence shows that small group tuition is effective. Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work, which is more closely matched to learners' needs, explains this impact.</p>	<p>Deployment of staff with clear timetabling. Internal accountability mechanisms, such as book scrutiny to see evidence of progress in children's books. Monitoring of progress and attainment data termly</p>	<p>HT</p>	<p>Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.</p>
<p>Additional Teacher deployed to Year 1 enabling focussed within class attainment grouping to increase rates of progress.</p>	<p>Diminish the difference in reading, writing and mathematics for children in receipt of pupil premium.</p>	<p>The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. Within-class attainment grouping may also have an impact on wider outcomes such as confidence.</p>	<p>Deployment of staff with clear timetabling. Internal accountability mechanisms, such as book scrutiny to see evidence of progress in children's books. Monitoring of progress and attainment data termly</p>	<p>HT</p>	<p>Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.</p>

Implement a programme of coaching for Teachers and Teaching Assistants	Improvement in the Quality of Teaching and Learning and support to enable every teacher and teaching assistant to keep improving	Good coaching encourages participants to become more reflective, articulate and exploratory in relation to their work and its impact on learners. As such, they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job, all of which ensure that teaching quality keeps improving.	Planning for coaching links to whole school improvement. Time for coaching has been built into the school timetable and directed time.	DHT	Regular self and peer coaching reviews have been built into the school diary.  The impact of the coaching work on the progress and attainment of children will be analysed through termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.
To provide continuing professional development for teachers and teaching assistants to develop the quality of teaching and learning and ensure statutory roles and responsibilities (safeguarding) are understood.	Improvement in the Quality of Teaching and Learning  Ensure that all staff are enable to fulfil their statutory roles and responsibilities (Safeguarding)	The Teachers Standards state teachers must, "take responsibility for improving teaching through appropriate professional development."  Whole school training - it is the responsibility of the Designated Safeguarding Lead to ensure this training takes place for all new and existing staff. Refresher training is required every two years; additionally staff must receive at least annual updates. It is the DSL's responsibility to ensure that such training takes place.	Planning for continuing professional development links to whole school improvement plan.  Effective recording by staff on CPOMs system relating to safeguarding in its broadest sense.	HT	Impact on staff will be documented as part of school internal accountability mechanisms, where necessary any development points will for part of staff's Personal Professional Development Plans.
Total budgeted cost					76,359
Targeted support					

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?
Deployment of Teaching Assistants to support individual pupils or small groups	Diminish the difference in reading, writing and mathematics for children in receipt of pupil premium.	Research, which focuses on teaching assistants who provide one to one or small group support shows a strong positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach.	Intervention work recorded on Class Teacher Profiles – identifying the children. Timetabled slots for these sessions during the week. Internal accountability mechanisms, such as book scrutiny to see evidence of progress in children's books. Monitoring of progress and attainment data termly	Class Teachers	Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.

<p>Engagement of Educational Psychology support for individual children.</p>	<p>Provide advice to staff where needed and provide training to help staff to develop skills to support children with specific needs and enhance all children's learning.</p>	<p>Educational Psychologists assess difficulties children may be having with their learning. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.</p>	<p>As part of the school's graduated response, Analysis of termly attainment and progress data to identify children in need of further assessment and support to enable them to make progress.</p>	<p>SENDCO</p>	<p>Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.</p>
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Purchase of additional resources educational resources to support children through structured programmes. Phonics resources Maths Resources Reading resources	Accelerate the progress and increase attainment of the children in receipt of pupil premium to diminish the difference between these children and other children nationally.	This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year when using carefully chosen and well-structured resources	Planning for purchase of resources links to whole school improvement plan and individual subject leader plans.	Maths Leader English Leader EYFS Leader	Termly assessment points and Pupil Progress Review Meetings as detailed on the whole school calendar.
Total budgeted cost					23458
Other approaches supporting whole-school strategies e.g. to improve attendance, behaviour and readiness to learn					
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>Provision of staff to run a free of charge, universal breakfast club before school.</p>	<p>To increase the number of children who eat a healthy breakfast.</p>	<p>Evaluation found that a free of charge, universal breakfast club before school generally leads to improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.</p>	<p>Staff have been contracted to work in the breakfast club with clear roles and responsibilities.</p>	<p>HT</p>	<p>Review of number of children attending the breakfast.</p>
<p>To provide identified families with uniform and suitable clothing.</p>	<p>To promote a sense of well – being and belonging to the school community through quality uniform provision</p>	<p>Children’s self-esteem will be boosted as they are able to conform to the expectation of uniform and feel the benefit of feel the sense of belonging and pride that wearing a uniform engenders.</p>	<p>AH is a first point of contact for many of our struggling families and has strong professional relationships: enabling her to notice need and act upon this in a caring and non-judgemental way.</p>	<p>Attendance Officer (AH)</p>	<p>Review of records made on CPOMs of school uniform provided for those in most need</p>

<p>Provision of trips, visits and visitors within the St. Pius X Curriculum: including a pilgrimage to Rome.</p>	<p>To widen the first-hand, life experiences of the children and their potential for rich, learning opportunities.</p>	<p>Overall, studies consistently show positive benefits on academic learning. There is also evidence of a positive impact on non-cognitive outcomes such as self-confidence.</p>	<p>Trips, visits and visitors are planned into the medium term St Pius X curriculum planning.</p>	<p>Class Teachers</p>	<p>Feedback from the pupils through informal conversations and the annual pupil questionnaire.</p>
<p>Improve attendance and punctuality of all pupils.</p>	<p>Whole School target of 97% is achieved during the academic year 2019-20</p>	<p>Trust Attendance Policy details roles and responsibilities of staff with regard to Attendance practice and procedure.</p>	<p>Attendance support provided by NPCAT as detailed in the Attendance Strategy</p> <p>Dedicated time for attendance officer to undertake her role.</p>	<p>HT DHT Attendance Officer</p>	<p>Through termly attendance reports provided for the Local Governing Board, forming part of the Headteacher's Report.</p>

To track levels of progress for Pupil Premium recipients	Appropriate interventions are in place for identified for children to enable them to diminish the difference in attainment between them and national averages.	A successful assessment system will enable teachers to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.	Termly Assessments as detailed on the whole school calendar.  Termly Data Analysis provided by the School Data Company	HT DHT Middle Leaders Class Teachers	Internal accountability mechanisms result in children being correctly identified as needing support and appropriate interventions are in place for these children.
Total budgeted cost					£53873
Additional detail					
<p>In terms of diminishing the difference the following information Priority 1 in the School Development Plan is - Raise standards of attainment and increase rates of progress for all pupils</p> <p>Success Criteria:-</p> <p>At least 79% of children in Year 1 will achieve the phonics screening test</p> <p>At KS 1 pupils attaining a level which is the expected standard in Reading, Writing and Mathematics will reach at least 68%, 64% and 68% respectively</p> <p>At KS 2 pupils attaining a level which is the expected standard in Reading, Writing and Mathematics will reach at least 79%, 79% and 79% respectively. 64% combined Reading, Writing and Mathematics</p> <p>Raise the attainment and increase the rates of progress of more able pupils resulting in 11% of children working at the higher level in Reading, Writing and Mathematics combined at KS2.</p>					