

## St Alban's Pupil premium strategy statement 2019/20

1. Summary information					
<b>School</b>	St Alban's Catholic Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£63,700	<b>Date of most recent PP Review</b>	Jan 2017  Follow up: July 2017
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	38		

2. Current attainment		
<b>KS 1 (5 Pupils) July 2019</b>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving EXS or above in Reading	<b>100</b>	<b>75</b>
% achieving EXS or above in Writing	<b>60</b>	<b>73</b>
% achieving EXS or above in Maths	<b>60</b>	<b>83</b>
<b>KS 2 (11 Pupils) July 2019</b>		
% achieving combined expected standard or above in reading, writing & maths	<b>64</b>	<b>67</b>
% achieving EXS or above in Reading	<b>63</b>	<b>91</b>
% achieving EXS or above in VGP	<b>72</b>	<b>82</b>

% achieving EXS or above in Writing	73	81
% achieving EXS or above in Maths	63	80
Progress scores in Reading	-0.9	0.33
Progress score in Writing	-1.8	0.17
Progress score in Maths	-0.4	0.28
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Maths vocabulary and reasoning skills for children eligible for PP are generally weaker than the rest of the cohorts. This impacts on attainment and progress throughout KS1 and KS2, particularly for PP pupils to meet the expected standard as well as to <u>exceed</u> it in Maths. This also has an impact on the combined outcomes.	
B.	PP pupils to be appropriately challenged to achieve their full potential to enable a higher proportion to achieve <u>above the expected standard</u> in Reading, Writing and Maths in KS 1, and to enable a higher proportion of pupils at KS 2 to achieve at least the <u>expected standard</u> in Reading, Writing and Maths.	
C.	PP Pupils who achieved expected attainment or exceeding expected standard at the end of KS 1 need to sustain the achievement and progress throughout KS 2.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor vocabulary	
E.	A general lack of cultural capital and low aspirations and expectations of what children could achieve.	

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	<p>Improve attainment at the <u>expected standard</u> and <u>exceeding the expected standard</u> and progress in Maths so that it is closer to that of all other children.</p> <p>Children to accurately understand and use appropriate Maths terminology.</p>	<p>Pupils eligible for PP make as much progress and achievement, including exceeding the expected standard as ‘other’ pupils, across Key Stage 1 and 2 in Maths. Measured by teacher assessments, NFER maths tests and successful moderation practices established within school and with our colleagues from local clusters.</p> <p>PP children to understand and use appropriate Maths vocabulary – evident from talking to pupils, leaning walks and work in books.</p> <p>Support from Maths hub will show greater involvement with parents of children eligible for PP.</p>
<b>B.</b>	<p>PP pupils will be appropriately challenged to achieve their full potential to enable a higher proportion to achieve <u>above the expected standard</u> in Reading, Writing and Maths in KS 1, and to enable a higher proportion of pupils at KS 2 to achieve at least the <u>expected standard</u> in Reading, Writing and Maths.</p>	<p>A higher percentage of Pupils eligible for PP will achieve the expected standard for Reading, Writing and Maths in KS2 and a higher proportion of KS 1 children will exceed the expected standard in Reading, Writing and Maths. This will be tracked throughout the school year and measured by teacher assessments, NFER (Maths) and (Reading) tests, successful moderation with colleagues from local clusters, comparative marking (writing) and it will be reflected in end of key stage tests.</p>
<b>C.</b>	<p>PP pupils who achieved expected attainment at the end of KS 1 continue making rapid progress and achieve equally well or better at KS 2.</p>	<p>Pupils eligible for PP are given additional support throughout KS 2 so progress can be maintained and where gaps are present, these can be caught up. Interventions will focus on the key vocabulary needed within curriculum areas.</p>

<b>D.</b>	PP pupils to understand and use a high standard of vocabulary.	Learning walks and pupil interviews and discussion with class teachers along with book scrutiny will show an enhanced use of tier 2 and 3 vocabulary throughout the curriculum.
<b>E.</b>	A focus on improving cultural capital as well as high aspirations and expectations are in place for all pupils.	All pupils in school have high expectations for themselves and what they achieve and reach their full potential irrespective of any barriers. They have the skills and knowledge for the next stage in their life – to ultimately be educated citizens and succeed in life.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
(A ) Improve attainment and progress in maths so that it is closer to that of all other children.  <b>COST £12,000</b>	High quality CPD led by Maths lead for all staff. Key staff accessing CPD through local maths hub. Embed use of high quality text books as part of the Mastery Maths programme with the maths hub. Appropriate Maths vocabulary displayed and used in class.	Evidence from learning walks and discussion with teachers and pupils shows that Maths vocabulary and reasoning skills for children eligible for PP are generally weaker than the rest of the cohorts.	Work in children’s books will show that reasoning opportunities are embedded alongside the acquisition of knowledge in the snappy maths sessions.  Learning walks and pupil interviews will show that appropriate	SLT, FM	Dec 2019 April 2020 July 2020 Review with GR link Gov

<p>(B) Pupil Premium children to be challenged to progress and achieve at the same rate as all children to enable a higher percentage of PP pupils to achieve expected standard (KS2) and exceed the expected standard across Reading, Writing and Maths (KS1).</p>	<p>Raising standards of teaching and provision for children in receipt of pupil premium through the mastery approach to teaching and learning. Targeted intervention, where appropriate for PP pupils to support challenge. Number partners sessions to be targeted at PP children. PP packs to be provided for those that require them. (Basic packs for chn to use at home to support their independent learning.)</p>	<p>Guided by the research in NFER, we firmly believe that we have high aspirations for all our pupils where all receive high quality teaching and support through the mastery approach and appropriate targeted intervention to support challenge.</p>	<p>Internal tracking systems will support the identification of PP children who are not achieving their potential. PP intervention trackers will outline actions and be reviewed half termly and when required. Termly PP meetings with staff will be used to frequently review the impact of quality first teaching and discuss appropriate targeted interventions and their impact.</p>	<p>SLT &amp; Maths &amp; English Leads</p>	<p>Dec 2019 April 2020 July 2020 Review with GR link Gov</p>
<b>Total budgeted cost</b>					£20,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>(A &amp; B) Higher rates of progress across KS 1 and KS 2 for high attaining PP pupils. (R,W &amp; M in KS 1 &amp; 2)</p> <p><b>COST £12,000</b></p>	<p>Track expected and exceeding expected standard pupils as unique groups. Quality intervention to support challenge when appropriate - weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>Focus on PP chn for challenge intervention groups for Maths and Reading. Focus on PP chn for writing conferences.</p> <p>Number partners group to be targeted t PP chn.</p> <p>Staff to continue to take part in Mastery Maths programme run by the Maths Hub.</p>	<p>At KS2, Progress of PP in Maths, Reading and Writing was below the percentage of non PP children nationally. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Internal tracking systems will support the identification of PP children who are not achieving their potential. PP intervention trackers will outline actions and be reviewed half termly (light touch) and more intensely on a termly basis. Termly PP meetings will be used to frequently review the impact of quality first teaching and interventions. Evidence in books of challenge. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD.</p>	<p>SLT Maths &amp; English lead</p>	<p>Dec 2019 April 2020 July 2020 Review with GR link Gov</p>
<p>(C) PP Pupils who achieved expected attainment or exceeding expected standard at the end of KS 1 need to sustain the achievement and progress throughout KS 2.</p> <p><b>COST £12,000</b></p>	<p>Track expected and exceeding expected PP pupils as unique groups. Quality intervention to support when appropriate. Weekly small group sessions in maths, reading and writing for pupils with experienced teacher (yr 5 &amp; 6). Embed effective feedback. Targeted interventions for specific PP ch for particular needs. Small group and where possible 1:1 adult support for reading / writing for targeted PP pupils in LKS2 (conferences).</p>	<p>We want to continually raise aspirations for all our pupils – some small group interventions by highly trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance.</p>	<p>Half termly pupil premium meetings, teacher assessments – in year tracking, drop ins and work in books, pupil interviews.</p>	<p>SLT English &amp; Maths lead</p>	<p>Dec 2019 April 2020 July 2020 Review with GR link Gov</p>

<b>Total budgeted cost</b>					£24,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
(D) PP pupils to understand and use a high standard of vocabulary accurately across the curriculum.  <b>COST £5,000</b>	Focus on vocabulary across the curriculum – to be included on knowledge organisers. Tier 1 and 2 vocabulary identified and used as a focus. Maths vocabulary displayed for each topic. Positive rewards given for correct use of high quality vocab.	Learning walks and discussion with staff and pupils highlights the need for a focus on vocabulary for PP chn in particular.	Learning walks and pupil interviews and discussion with class teachers along with book scrutiny will show an enhanced use of tier 2 and 3 vocabulary throughout the curriculum.	SLT  PP lead	Oct 2019 Dec 2019 April 2020 July 2020 Review with GR link Gov

<p>( E) A focus on improving cultural capital as well as high aspirations and expectations are in place for all pupils.</p> <p><b>COST £8,000</b></p>	<p>Opportunities for enriched experiences – wow days, visitors &amp; groups in school, trips and residential.</p> <p>PP chn supported financially with class trips and residential.</p> <p>Embed Golden Values and culture of positive wellbeing across the school – focus on happiness and then resilience.</p> <p>Zones of regulation and new PSHE schemes to be introduced and embedded to support social skills.</p> <p>Positive play-times systems to continue to be developed to prevent barriers to engagement.</p> <p>Boost child system in place in school.</p> <p>Number partners targeted at PP chn – turn taking, sp &amp; listening, adult intervention.</p> <p>Yr 5 &amp; 6 responsibilities</p> <p>TAs to take on role of greeting PP children (as appropriate) and ensuring they are settled and ready emotionally, mentally and physically for learning.</p> <p>PP packs to enable some chn to access independent learning at home – aspirational quotes.</p> <p>Use of knowledge organisers to aid independent learning.</p> <p>Parent information meetings on expectations. (yr 2 &amp; Yr 6) transition meetings, phonic workshops.</p> <p>Extra sessions funded (FS1)</p> <p>Spare PE kits purchased</p> <p>Family meetings when appropriate for support.</p> <p>Each child to have a specific “account” to spend on extra curricular activities, uniform etc</p>	<p>Some pupils have a disorganised start to their day at home and are not ‘ready’ for learning, due to being unsettled.</p> <p>Some pupils and family members have low expectations of and an ‘I can’t’ attitude.</p> <p>Some families initially withdraw their children from school trips / residential due to cost.</p>	<p>Drop ins, discussions with pupils and staff, recorded evidence –PSHE, observation of play time sessions, parent meetings</p>	<p>PP lead</p>	<p>Ongoing throughout the year.</p> <p>Review with GR link Gov</p>
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