St Alban's Pupil premium strategy statement 2019/20

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

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

% achie	eving EXS or above in Writing	73	<mark>81</mark>
% achie	eving EXS or above in Maths	63	80
Progres	ss scores in Reading	0.33	
Progress score in Writing -1.8 0		0.17	
Progres	ss score in Maths	-0.4	0.28
3. Ba	rriers to future attainment (for pupils eligible for PP)		
In-scho	ol barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Maths vocabulary and reasoning skills for children eligible for PP are generally weaker throughout KS1 and KS2, particularly for PP pupils to meet the expected standard as voutcomes.		
В.	PP pupils to be appropriately challenged to achieve their full potential to enable a hig Writing and Maths in KS 1, and to enable a higher proportion of pupils at KS 2 to achieve		
C.	PP Pupils who achieved expected attainment or exceeding expected standard at the	end of KS 1 need to sustain the achieve	ement and progress throughout KS 2.
Ex	ternal barriers (issues which also require action outside school, such as low attendance r	ates)	
D.	Poor vocabulary		
E.	A general lack of cultural capital and low aspirations and expectations of what children	n could achieve.	

4. C	Outcomes (Desired outcomes and how they will be measured)	Success criteria
A.	Improve attainment at the expected standard and exceeding the expected standard and progress in Maths so that it is closer to that of all other children. Children to accurately understand and use appropriate Maths terminology.	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. PP children to understand and use appropriate Maths vocabulary – evident from talking to pupils, leaning walks and work in books. Support from Maths hub will show greater involvement with parents of children eligible for PP.
В.	PP pupils will be appropriately challenged to achieve their full potential to enable a higher proportion to achieve above the expected standard in Reading, Writing and Maths in KS 1, and to enable a higher proportion of pupils at KS 2 to achieve at least the expected standard in Reading, Writing and Maths.	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, comparitive marking (writing) and it will be reflected in end of key stage tests.
C.	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.	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.

D.	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.
E.	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.

5. Planned expenditure									
Academic year 2019/20									
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									
g for all									
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?					
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	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					
,	w enable schools to demonstrate how they are used for all Chosen action / approach 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	wenable schools to demonstrate how they are using the Pupil Premium to improve for all Chosen action / approach 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 What is the evidence and rationale for this choice? 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	we enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted started starts. Chosen action / approach What is the evidence and rationale for this choice? 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 What is the evidence and rationale for this choice? 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 Embed use of high quality text books as part of the Mastery Maths programme with the maths hub. Appropriate Maths vocabulary displayed PP are generally weaker than Learning walks and pupil interviews	we enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support					

		Tationale for tills choice:	implemented wen:		implementation?
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
ii. Targeted support	T	I			
			Tota	I budgeted cost	£20,000
(110 1).					
(KS1).					
Writing and Maths					
across Reading,			and their impact.		
(KS2) and exceed the expected standard	support their independent learning.)		appropriate targeted interventions and their impact.		
expected standard	them. (Basic packs for chn to use at home to	support challenge.	of quality first teaching and discuss		
PP pupils to achieve	PP packs to be provided for those that require	targeted intervention to	used to frequently review the impact		
higher percentage of	children.	approach and appropriate	Termly PP meetings with staff will be		
children to enable a	Number partners sessions to be targeted at PP	support through the mastery	and when required.		
same rate as all	PP pupils to support challenge.	high quality teaching and	actions and be reviewed half termly		Gov
and achieve at the	Targeted intervention, where appropriate for	all our pupils where all receive	intervention trackers will outline		Review with GR lin
challenged to progress	the mastery approach to teaching and learning.	we have high aspirations for	are not achieving their potential. PP		July 2020
children to be	children in receipt of pupil premium through	NFER, we firmly believe that	the identification of PP children who	English Leads	April 2020
(B) Pupil Premium	Raising standards of teaching and provision for	Guided by the research in	Internal tracking systems will support	SLT & Maths &	Dec 2019

COST £12,000 Maths for high-attaining pupils with experienced teacher, in addition to standard lessons. 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. Track expected and exceeding expected ppupils as unique groups. Cuality intervention to susport when astendard at the end of expected attainment or exceeding expected attainment or exceeding expected and progress throughout KS 2. Small group and where possible 1:1 adult support for reading / writing for targeted PP Cost £12,000 C			T	T	1	1
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standard at the end of KS 1 need to sustain the achievement and progress throughout Targeted interventions for specific PP ch for particular needs. Small group and where possible 1:1 adult support for reading / writing for targeted PP Trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance. Small group and where possible 1:1 adult support for reading / writing for targeted PP	expected attainment	Quality intervention to support when	some small group	tracking, drop ins and work in books,	Maths lead	July 2020
KS 1 need to sustain the achievement and progress throughout KS 2. COST £12,000 Experienced teacher (yr 5 & 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 and NFER research. Holding all staff to account through not accepting low or variable performance. performance.	or exceeding expected	appropriate. Weekly small group sessions in	interventions by highly	pupil interviews.		Review with GR link
the achievement and progress throughout KS 2. COST £12,000 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 all staff to account through not accepting low or variable performance. performance. COST £12,000 all staff to account through not accepting low or variable performance.	standard at the end of	maths, reading and writing for pupils with	trained staff fits with the EEF			Gov
progress throughout Targeted interventions for specific PP ch for particular needs. Small group and where possible 1:1 adult support for reading / writing for targeted PP not accepting low or variable performance.	KS 1 need to sustain	experienced teacher (yr 5 & 6).	and NFER research. Holding			
KS 2. particular needs. performance. Small group and where possible 1:1 adult support for reading / writing for targeted PP	the achievement and	Embed effective feedback.	all staff to account through			
Small group and where possible 1:1 adult support for reading / writing for targeted PP	progress throughout	Targeted interventions for specific PP ch for	not accepting low or variable			
COST £12,000 support for reading / writing for targeted PP	KS 2.	particular needs.	performance.			
		Small group and where possible 1:1 adult				
	COST £12,000	support for reading / writing for targeted PP				
		pupils in LKS2 (conferences).				
		,				

iii. Other approaches			То	tal budgeted cost	£24,000
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?
(D) PP pupils to understand and use a high standard of vocabulary accurately a cross the curriculum.	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 lin
COST £5,000					

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

03t 113,000	Total budgeted cost
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