

Pupil Premium Strategy Statement 2019/20

1. Summary Information

School	St Marie's Catholic Primary School				
Academic Year	19/20	Total PP budget	194,000	Date of most recent PP review	Nov 2015
Total Number of Pupils	259	Number of pupils eligible for PP	162 (128PP/15EYPP/19Eversix)	Date for next internal review of this strategy	March 2020

Current Attainment KS2 2019 Outcome

	PP/24	NPP/10
% achieving expected standard in reading, writing and maths	47.8%	54.5%
% making expected standard in reading	60.9%	72.7%
% making expected standard in writing	73.9%	72.7%
% making expected standard in maths	78.3%	54.5%

Current Attainment KS1 2019 Outcomes

	PP/20	NPP/20
% achieving expected standard in reading, writing and maths	60%	70%
% making expected standard in reading	65%	70%
% making expected standard in writing	60%	70%
% making expected standard in maths	70%	80%

Barriers to future attainment (for pupils eligible for PP including high ability)

Academic barriers (issues to be addressed in school , such as poor oral language skills

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| A | Children's data on entry is well below national average. Children's low level of personal, social and emotive development hinders their readiness to learn. |
| B. | Poor speaking and listening skills impact negatively on pupils attainment in reading ,writing and phonics. |
| C. | Low starting points of PP children requires accelerated progress in KS1 and KS2 to make expected standards. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Low attendance and high persistent absentee rates and punctuality . PA
F.	Increasing numbers of families with external support or early help support/SEMH due to family circumstances.
G.	High levels of deprivation – Double national figures.
F	Limited life experiences and low aspirations.

Intended Outcomes 19/20 Specific outcomes and how they will be measured			Whole school strategies	
Pupil Premium used for	Summary of intervention/ action	Cost	Outcomes	Monitored by
TA's to support within the classroom setting.	Appropriate support to be given to pupils within the classroom and support progress and attainment.	£13920	Support to small groups of pupils will impact upon progress and attainment eg: continued improved attainment in KS1 Phonics. To help diminish the gap between the disadvantaged /pp children.	Joanne Smith SENCO
Updated smart tv for classrooms in EYFS/KS1	To support the classroom environment in ensuring pupils have access to the wider world through the use of technology	£8000	Classes in EYFS, KS1 to be given new smart boards to support delivery of curriculum that will impact upon disadvantaged pupils skills, knowledge in their development of the wider curriculum. Smart TV now installed in all EYFS/ KS1 and Y6.All staff trained in use to support further staff when installed into Y3 Y4 Y5. Disadvantaged pupils being supported by updated computing resources that support the delivery of the whole curriculum . EYFS disadvantaged pupils engagement impacting upon fine motor skills – see data.	Jan Harris DHT
School Development Costs	To support disadvantaged pupils access to learning and raising of standards in all areas of the curriculum through staff professional training and INSET	£10183	Quality of teaching continues to improve and raise standards with impact upon overall attainment and progress across the school, supporting disadvantaged pupils enabling them to achieved ARE across all key stage phases. To support staff in delivery of engaging and enriched curriculum supporting disadvantaged pupils, giving them experiences and the development of skills and knowledge of all curriculum areas. Philosophy of Education for children to be delivered in school through INSET to enable disadvantaged children to develop curiosity, creativity, collaborative skills INSET Philosophy for Education 2 days to support development of oracy across the school. Voice 21 to support oracy EYFS/KS1-disadvantaged P4C in place to support of vocabulary and oracy for disadvantaged in KS2 impact upon reading / writing and encouraging independence and cooperation. Subject Leaders CPD developing and supporting role that is impacting upon overall delivery of foundation subjects for disadvantaged pupils.	S O'Keeffe HT

Improve attendance and persistent absence rates for all groups especially PP	SLA from Knowsley Borough Council to support St Marie's school 's PP children in continued improved attendance	£3175	<p>Reduce the number of Persistent Absentees among pupils eligible for PP to 8% and below, Overall PP to improve. To reward those pupils who have 100% attendance every term. Attendance Lead to monitor and liaise with EWO and LA representatives, to arrange meetings with parent and set targets to ensure improvements.</p> <p>Current attendance: 94.5</p> <p>Learning Mentor and LA continue to support disadvantaged pupils with attendance to bring them in line with all pupils- 95.8</p> <p>14% of disadvantage pupil currently PA.</p>	S O'Keeffe/HT Learning Mentor
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children.				
Fixed Term teachers x3	To support mixed year groups of disadvantaged pupils across all key phases	£67,455	<p>2 teachers in KS2 and 1 in EYFS supporting the raising of attainment and progress of disadvantaged pupils to achieve ARE in Reading , Writing and Maths.</p> <p>Disadvantage children across the school Gap</p> <p>Both KS2 class 60%+ pp children in each year group. In both year groups the current gap is 4% in Reading 8% in writing and 10% in maths.</p> <p>EYFS small number of pupils in receipt of PP</p>	HT/SOK
PP children and their families have support to ensure their children are ready for the start of the day.	PP children attend breakfast club, supported by staff.	£5638	<p>This will support disadvantaged families and their children in being ready to learning in the mornings, following a healthy breakfast as well as helping our parents get back into work. Activities provided support children in cooperation and team work,</p> <p>Magic Breakfasts continue to support disadvantaged pupils .</p> <p>There is support for disadvantaged children arriving late to access a breakfast and in addition every class has available a bagel breakfast, this way we are ensuring that children are ready at the start of the day. The impact upon for disadvantaged pupils attendance and punctuality has improved and it is having a positive effect on children's learning.-</p> <p>During the bagel breakfast children take part in independent reading. The afterschool provision is full and supporting disadvantaged families.</p>	SOK/DS

Purchase of materials and equipment to support the curriculum delivered	To ensure disadvantage pupils are fully resourced to meet the needs of the curriculum through resources that support knowledge and skills of the curriculum	£28334	<p>Resources and materials enhance the experience and enrichment of the curriculum delivered by teachers to support disadvantaged pupils , enabling them full access to the wider curriculum . Eg Exercise books, stationary, classroom resources , art and craft resources, Power of reading resources, Talk 4 Writing resources. Guided reading materials, comprehension resources.</p> <p>New school library in place with SLA from Library services to support.</p> <p>New home readers that support the school Phonics scheme purchased to encourage and support reading at home for disadvantaged pupils</p> <p>CPD for staff to support the development of foundation curriculum to support disadvantaged pupils in the learning and remembering of key skills and facts.</p> <p>New i-pads purchased to enable disadvantaged pupils to develop and enhance their technological/media skills in preparation for their futures.</p>	JH
Subsidy of trips and enrichment activities enable PP children first hand experiences .	Trips, residential visits, visitor, enrichment , curriculum and cultural experiences.	£20,000	<p>PP children are able to broaden their first hand experiences and have full access to a broad and balanced curriculum. Disadvantaged pupils may not have the income to enable PP children to attend these visits, By discounting the trips the children can still partake in activities that will support them. To enrich the curriculum through the delivery of specific subjects taught by external specialist professionals.</p> <p>To enable PP to be supported in raising aspirations through activities linked to SMSC, eg Forest school project, enrichment of curriculum including music.</p> <p>Forests school successful in Autumn term, reported to Governors from SENCO – November 19 supporting disadvantaged pupils. Pupil voice supporting development of cooperation and group work from Nurture group.</p> <p>Enrichment areas supporting the <i>cultural capital</i> of the curriculum to support disadvantaged pupils with the skills needed for transition into the next key stage.</p> <p>PGL for Y6 disadvantage to enable pupils to develop and experience skills that are not able to access in their current locality.London trip booked for June to enable pupils experiences beyond their locality.</p>	SO'Keeffe/HT
Staff development costs		£2000	<p>Training /CPD for all staff to support curriculum areas and impact upon curriculum across the school. Staff CPD relevant and inline with school improvement plan for disadvantaged children in areas of Reading, Writing and Maths to diminish the gap.</p> <p>Power of Reading/ Talk4 Writing/ Maths Mastery /Reading Plus ,support consistency of teaching approaches for reading, writing and maths across the school for new teachers and impact upon the attainment and progress of disadvantaged pupils compared to all pupils</p>	HT/SOK

Total		£158705		
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Targeted support for Pupil Premium Pupils	Cost	Outcomes	Monitored by
HTLA to support smaller groups of Pupil Premium children	£15476	Accelerated learning for targeted children to narrow the gap of Disadvantaged children and other pupils	DHT
TA to deliver Nurture provision focusing on behavioural support and social and emotional learning	£11423	Nurture support delivered in and out of class , focussing on behaviour, social skills and attitudes to learning .PP children picked from PASS report 2019.	SENCo
Wider opportunities for pupils in Y6 for swimming,	£2520	Increased number of pupils who can swim 25m at the end of KS2	DHT
Chance to Talk	£2216	Chatterbox funded to support disadvantaged pupils in Speech and Language development GLD increased in EYFS.	SENCO
Alternative Provision	£2000	To support disadvantaged pupils with specific needs and who need extra support through alternative provision eg behaviour, sensory.	HT
SLA for safeguarding and CPOMS	£1700	Learning Mentor to support vulnerable disadvantaged pupils. To enable pupils and families be supported in SEMh , impacted upon by social and emotional external factors	HT/SOK
Total	£35335		
Overall Total	£ 194040		

**Pupil Premium Review
18/19**

Action	Outcome	Intended Impact	Lessons Learned
Smaller groups of children targeted with an extra teacher in Y6 . CPD for staff to support in teaching of RWM. 23 CHILDREN IN Y6	Reading , Writing and Maths combined to be at least in line with national averages	Increase to 64% for RWM at the end of KS2 More children reach the expected standard in all subjects for combined % also increases for disadvantaged. Gap between PP and NPP decreases	RWM Disadvantaged increase of 35.9% on 2018 with 60.9% attaining RWM. Y6 supported by extra staffing from November 2018.
Further training for staff in RWI, smaller groups for input in lessons.	To continue to raise standards in phonics at the end of Year 1	Phonics to be at least in line with national in 2019	Smaller cohort of disadvantaged pupils -16 , significant dip in 2019 by 27%. Pupils to be closely targeted and assessed. Disadvantaged pupils – attendance issues to be addressed Phonics support to be reviewed with provision for further training of RWI for all new KS1 staff .
Smaller groups targeted with intervention for specific areas of writing and maths	To improve the number of disadvantaged children making appropriate progress at the end of KS2 in Reading, Writing and Maths	Significant increase of children making appropriate progress at the end of KS2- middle attainers	Middle attainers : R65% W:52% M:61% Monitor progress of middle attainers to ensure they are targeted in smaller groups

T4W training for staff to support development of writing. Power of Reading resources enhanced	To improve the % of children in KS1 attaining expected in Reading, Writing and Maths	More children reach the expected standards in all subjects and close the gap between the PP and NPP in KS1 especially reading,	Power of reading/ Talk 4 Writing impacted upon pupils overall results in KS1 in Reading -65% 4.1% increase on 2018. Writing 60% 0.9 increase 7.6% increase in maths on 2018. Smaller classes impact . Further resources for Reading materials and training impact .
SLA working with Learning Mentor. Half termly meetings with EWO to support families .	Improved attendance and persistent absence rates for all groups especially disadvantaged	Reduce the numbers of persistent absentees of disadvantaged children to 10% or below.	Attendance of PP pupils Overall attendance of Disadvantaged pupils 18/19 95.31, just below national average. Attendance support to continue from SLA to close the gap between NPP and PP attendance of 1.72
Small groups of pupils targeted with TA intervention for Nurture group activities. Children targeted through results of PAS report – Learning Mentor input	Disadvantaged children have access to one to one support through Nurture groups and Sensory circuits to support the increasing number of pupils with social and emotional concerns in the school. To decrease number of fixed term exclusions.	Children who access self-esteem/ well being programmes show positive impact from the programme from school data, pupil voice and adult/ parental feedback. CPD for staff in dealing with challenging pupils	Specific pupils in Y4 showed increased % in attendance , impacting upon overall progress at the end of the year. Other pupils showed increased % attendance and improvements in behaviour throughout the year

Targeted by identifying disadvantaged and offering free breakfasts Working with Magic breakfasts to support pupils	Subsidising breakfast club to ensure disadvantaged children have a good start to the day and are ready for learning.	Increased numbers of disadvantaged children access a good breakfast to ensure readiness to learn and high levels of punctuality. Disadvantaged children are tracked to ensure that they have access to a broad and balanced curriculum. Pupil voice is collected to measure impact.	Improved rates of attendance across the school. Improved rates of PA

5. Additional detail

- The school is in the highest 205 /0.6 deprivation quintile.
- School is the tp 20% of all schools for the proportion of SEN support at 24.5% 17/18
- 59% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families.
- The percentage of FSM in Y6 74% was higher than all other year groups.
- There was an larger than average increase in the percentage of disadvantaged pupils between 2017/18
- There was a large decrease in the number of pupil form 281 2017 to 261 in 2018.
- 10.9% is EAL
- 0.8% EHC Plan

