



## St. Winefride's Catholic Primary Pupil Premium Strategy Statement – 2019/20

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there is a wide gap between the attainment of pupils from derived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Gap (PPG) was introduced by the government in April 2011 in order to help schools close the gap. Pupil premium is paid to schools by means of a specific grant based on each school's January census figures for pupils registered as eligible for Free School Meals (FSM) in reception to Year 6 and those who were eligible in any of the previous 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers,
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium,
- the annual reports for parents that schools are required to publish on line.

<b>Summary</b>	
<b>Total Pupil Premium budget</b>	£58, 340
<b>Number of pupils eligible for Pupil Premium</b>	31
<b>Review Date - September 2020</b>	

<b>Barriers to future attainment</b>	
<b>In-school barriers</b>	
<b>a.</b>	Reading and Comprehension Skills
<b>b.</b>	Poor basic Mathematical ability
<b>c.</b>	Confidence in own ability
<b>External barriers</b>	
<b>d.</b>	Poor attendance
<b>e.</b>	Poor oral language skills
<b>f.</b>	Family finances

Outcomes (Desired outcomes)		Success criteria (How the impact of Pupil Premium will be measured)
a.	DP children have made the same progress as their peers in Reading, particularly comprehension, writing and Maths - against national and in-house measures.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
b.	Targeted DP children will have mastered basic reading, writing and mathematical skills	All FP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
c.	Children with poor oral language skills will be identified and receive appropriate support or be referred to SALT (The school aims for early identification)	All children with poor oral language skills will be identified and will be receiving support to overcome their difficulties.
d.	DP children's attendance is at least in line with their peers.	DP children's attendance percentage is at least in line with their peers

## Action plan

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
To give EYFS best start in their education and provide early intervention	<ul style="list-style-type: none"> <li>TA support every morning</li> <li>Weekly intervention from teacher/TA to ensure development of spoken language (£6200)</li> </ul>	<p><b>Early Years Intervention, including Oral Language Intervention</b> - to ensure children have a good start by providing them greater adult support.</p> <p>To enable EYFS staff to emphasise the importance of spoken language/verbal interaction</p>	<p>Through termly reports on pupil progress</p> <p>Through assessment through Wellcomm programme.</p>
To provide disadvantaged children in Years 4, 5 + 6 with more targeted intervention to ensure that they are on track to achieve potential and, where possible, meet ARE in English and Maths	<ul style="list-style-type: none"> <li>0.3 Teacher will work with Y5 (autumn) , Y6 (spring) + Y4 (summer) to give additional small group support to targeted pupils</li> <li>Additional TA support (£19400)</li> </ul>	<p><b>Small group Tuition + Extending School Time</b> – teachers + TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress and reach ARE. (This will also result in class teacher working with a smaller class, enabling them to reach ARE).</p>	<p>Termly 1-to-1 Pupil Progress meeting.</p> <p>Through termly analysis of pupil progress.</p> <p>Termly reports from 0.3 teacher</p>
To ensure that KS1 + Year 3 disadvantaged children are on track to achieve potential and, where possible, meet ARE in English and Maths	<p>Selected pupils in KS1 to have additional Teaching Assistant Support in small groups – freeing up teacher to work with smaller groups in class. (£11600)</p>	<p><b>Small group Tuition + Personalised support</b> – TA to focus exclusively upon small group to ensure that disadvantage pupils can make effective progress and reach ARE. (This will also result in class teacher working with a smaller class, enabling children to reach ARE.)</p>	<p>Through termly reports on pupil progress.</p>
To encourage children, particularly boys, to read high quality fiction. <b>Reading comprehension</b> aims to improve reading focus on pupils' understanding of text.	<p>Purchase</p> <ul style="list-style-type: none"> <li>Guided Reading Books</li> <li>Whole class shared reading books</li> <li>More age appropriate class reading books</li> <li>Topic related texts</li> <li>Lunchtime library sessions (£5000)</li> </ul>	<p><b>Reading comprehension</b> - Techniques enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p>	<p>Pupils will be encouraged to read and rewards will be given.</p> <p>Numbers of pupils wanting to use library.</p>

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To improve attendance of targeted DP children	<ul style="list-style-type: none"> <li>To appoint an attendance officer.</li> <li>To re-assign some of clerical assistant duties, so that attendance officer can carry out role.</li> <li>Greater use of the high school EWO, particularly if DP have siblings in high school.</li> </ul> <p style="text-align: center;">(£2500)</p>	<b>Wider strategies</b> - to ensure that children and parents are aware of the importance of good attendance	Attendance of DP children has been increased and that DP children are not persistent absentees.
To ensure that all staff are fully aware of who are DAP in their class and that they have the skills to provide a high quality curriculum to engage all children.	Through staff CPD and training		
To ensure that all children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. This will build their confidence and enhance their learning.	<p>Through:</p> <ul style="list-style-type: none"> <li>Sports participation – after school clubs such as S4YC and swimming</li> <li>Arts intervention – payment for artists to come into school and work with pupils or to pay for materials</li> <li>Musical instrument tuition – Y3 + 4 whole class ukulele lessons</li> <li>Education visits and visitors throughout the school year</li> <li>Residential Visits to Beeston in Year 4 and Conway in Y 6</li> <li>Some the premium will be used to fund whole class or school events</li> </ul> <p style="text-align: center;">(£3180)</p>	<p>To build up children’s self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through:</p> <ul style="list-style-type: none"> <li><b>Sports participation</b></li> <li><b>Collaborative learning</b></li> <li><b>Arts intervention</b></li> </ul>	All children are taking part in full curriculum and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence.
To ensure that all children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. This will build their confidence and enhance their learning.	<p>Through:</p> <ul style="list-style-type: none"> <li>Sports participation – after school clubs such as S4YC and swimming</li> <li>Arts intervention – payment for artists to come into school and work with pupils or to pay for materials</li> <li>Musical instrument tuition – Y3 + 4 whole class ukulele lessons</li> <li>Education visits and visitors throughout the school year</li> <li>Residential Visits to Beeston in Year 4 and Conway in Y 6</li> <li>Some the premium will be used to fund whole class or school events</li> </ul> <p style="text-align: center;">(£3180)</p>	<p>To build up children’s self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through:</p> <ul style="list-style-type: none"> <li><b>Sports participation</b></li> <li><b>Collaborative learning</b></li> <li><b>Arts intervention</b></li> </ul>	All children are taking part in full curriculum and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence.

Desired outcome	Chosen action/approach	Evidence and rational for this choice	How will school ensure that it is implemented well and measure impact
To improve confidence of targeted children.	Nurture Groups including social activities, gardening/outdoor activities/individual nurture sessions (£4000)	<b>Social and Emotional Learning</b> <b>Outdoor Learning</b> <b>Speech and Language</b>	That any barriers to learning caused by a child's lack of oral language or social skills is being reduced. Through termly reports on pupil progress
To ensure that pupils, regardless of background, are healthy and help to develop any sporting skills and their self-confidence.	Through: <ul style="list-style-type: none"> <li>• Participation in sporting activities including after school events and clubs</li> <li>• Music tuition (peripatetic lessons)</li> <li>• Swimming (coach + pool hire)</li> </ul> (£3000)	Ensuring that all pupils are healthy and developing appropriate physical/music skills and self-confidence. That they are safe, in unfamiliar situations such as in water, through: <ul style="list-style-type: none"> <li>• <b>Sports participation</b></li> <li>• <b>Collaborative learning</b></li> <li>• <b>Arts intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from TA and class teacher.</li> <li>• Through extra-curricular activities provided by sports coaches + music tutors</li> <li>• Through Pupil Voice</li> <li>• Evidenced in growing self-confidence and self-esteem.</li> </ul>

## Review of expenditure – Previous Academic Year 2018-9

Desired outcome	Chosen action/approach	Estimated impact	Lesson learned
To give EYFS best start in their education and provide early intervention	TA support weekly to provide Oral Language Intervention through the Wellcomm programme.	Targeted and small group interventions ensured that pupil attainment at the end of EYFS in 2019 was above both national and local averages. EYFS staff identified pupils with poor early language and communication skills, putting in interventions or referring pupils to outside agencies to help remove these barriers to their learning.	
The majority of disadvantaged children in years 1 - 5 are on track to achieve potential and, where possible, meet ARE.  The majority of Year 6 pupils make a successful transition to high school.	Additional teaching assistant support. <ul style="list-style-type: none"> <li>Provide disadvantages children in each class with more targeted intervention to ensure that they are on track to achieve potential and, where possible, meet ARE.</li> <li>Disadvantaged Year 6 will have received more targeted support in preparation for SATs and fro transition to high school.</li> </ul>	In-house data - Across the school, in reading, writing and Maths, DP children make progress at least in line with their peers, so that children are on track to achieve their potential and, where possible, meet ARE. <b>End of EYFS+KS1</b> - the cohort includes too small a number of DP children to make a judgement. However, all children are on track to reach their potential and, in most cases, ARE.	
To diminish the gap in English and Maths ensuring that the majority of disadvantaged pupils make progress in reading (comprehension) and Maths equal to that of their peers.	Teaching assistants to be given list of identified children.	<b>End of KS2</b> In reading and Maths, DP children's attainment is on an upward trend, due to progress improving over past 3 years. The support given to DP children who required additional help to prepare them for transition to high school was successful for pupils and it is reported that they have settled well into high school. (Reports from high schools.)	
To ensure that the majority of disadvantaged children are emotionally resilient and ready to face SATs.	By providing Booster sessions to improve literacy and numeracy skills of targeted Year 6 pupils.	All disadvantaged children sat the end of SATs. Those disadvantaged children who had barriers to their learning/emotional issues were given additional permitted adult support.	
The majority of disadvantaged children's attendance is in line with that of their peers.	Appointment of EWO - target the attendance and punctuality of specific DP children and work upon improving it.	Although the high school EWO worked with school to improve attendance of number of DP children had time off in term for holidays or were persistence absentees. This will remain a target for 2019/20.	

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To diminish the gap between DP and non-DP children.	To take part in the Ignite TSA Curriculum Zoo Project. Staff to work together to develop a creative and cross curricular approach to teaching and learning.	The school's participation in the Zoo Project and its impact upon DP children was assessed externally. Amongst other successes, it was found that DP children: <ul style="list-style-type: none"> <li>• gained a greater understanding of themselves and showed an increased appreciation of other peoples' points,</li> <li>• had an increased empathy for nature and consideration and awareness of wildlife,</li> <li>• wrote more at length and their writing was more purposeful and the content of the writing remained more related to the task,</li> <li>• showed an increased motivation for school-based tasks and were keen to extend their learning at home,</li> <li>• learned more about the world and able to identify more places and countries on maps.</li> </ul>	
To encourage children, particularly boys, to read high quality fiction.	<ul style="list-style-type: none"> <li>• Purchase 100 identified books to read before pupils leave primary school X 2.</li> <li>• Develop the library into a space where pupils want to read</li> <li>• <b>Reading comprehension</b> aims to improve reading focus on pupils' understanding of text.</li> </ul>	The importance of reading has been highlighted across the school and all children, including DP children, have become enthused. <ul style="list-style-type: none"> <li>• Once children enter year 4, they will be taken off Book Bands, and put on 'free-reader' - this has increased some DP children desire to read.</li> <li>• A challenge has been set by teachers to read and write a review on the 100 books and this is going well with all children.</li> <li>• New books and author focus in classrooms revitalised DP children's interest in books.</li> <li>• The new library is a much brighter and pleasant environment.</li> </ul>	
The majority of disadvantaged pupils have the social and emotional skills to enable them to succeed.	Gardening/social activities such as 'Time to Talk'. Directing additional support at disadvantaged children who require it.	DP children's social skills and confidence was build up and further developed. Activities aimed to improve their oral language and, thereby, reduce their anxiety through interaction with their peers.	

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<p>The majority of disadvantaged children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. Through this their confidence will have grown.</p>	<p>Through:</p> <ul style="list-style-type: none"> <li>• Sports participation – after school clubs such as S4YC and swimming</li> <li>• Arts intervention – payment for artists to come into school and work with pupils or to pay for materials</li> <li>• Musical instrument tuition – Y3 + 4 whole class ukulele lessons</li> <li>• Education visits and visitors throughout the school year</li> <li>• Residential Visits to Beeston in Year 4 and Conway in Year 6</li> <li>• Some the premium will be used to fund whole class or school events</li> </ul>	<p>All pupils took part in all the educational visits, visitors to school and activities provided by the school, including residential visits to Beeston and Conway.</p> <p>This ensured that all pupils could access the curriculum fully and enhance their learning but, more importantly, boosting their confidence and providing some pupils with more life experiences, including adventurous ones.</p>	<p>To apply to outside agencies to help support those parents of children not eligible for DP but who find it difficult to raise money for residential visits</p>
<p>All disadvantaged pupils, regardless of background, are healthy and help has been given to develop any sporting skills and their self- confidence.</p>	<p>Through:</p> <ul style="list-style-type: none"> <li>• Participation in sporting activities including after school events and clubs</li> <li>• Music tuition (peripatetic lessons)</li> </ul>	<p>All PP children were encouraged to take part in any sporting activities or clubs or any musical events, including instrument tuition. A number of whom did. This helped pupils to encourage an interest, which school will seek to develop further.</p> <p>Some of the children took part in end of year concert and this helped develop their confidence and self-esteem.</p>	<p>Where school finances allow, to continue to extend offer to other children.</p>
<p>All disadvantaged pupils are healthy and help has been given to develop any sporting skills and their self- confidence.</p>	<p>Swimming - the majority of disadvantaged children can either or will be able to swim 25m by the end of KS2.</p> <p>Sports participation</p>	<p>All DP children took part in the swimming programme. Generally, pupils' confidence in water is growing. Most of the older children leave the school feeling at least safe in the water and, hopefully, this experience will encourage them to continue swimming. Some DP children took part in local swimming galas.</p>	