

Pupil premium strategy statement (primary)

1. Summary information					
School	St Norbert's Catholic Primary School Spalding				
Academic Year	19/20	Total PP budget	£28,593	Date of most recent PP Review	July 2019
Total number of pupils	206	Number of pupils eligible for PP	18	Date for next internal review of this strategy	August 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50% (2 pupils)	65%
% making progress in reading	50% (2 pupils)	73%
% making progress in writing	100% (2 pupils)	78%
% making progress in maths	50% (2 pupils)	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language skills and acquisition of vocabulary
B.	Low self-esteem and confidence
C.	Low level of independence and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Home support – Language barriers and parental confidence to support learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To develop vocabulary and language acquisition for disadvantaged pupils through close monitoring of pupil progress and review	Provide an enriching curriculum that supports the development of key vocabulary and language acquisition Provide learning environments that display and encourage the use of correct terminology and the development of vocabulary providing on learning walls

		Introduce pupils to new vocabulary through learning maps, termly and weekly words and wider reading opportunities
B.	<p>To develop pupil wellbeing in order to reduce the attainment gap for disadvantaged pupils across the school through early-targeted intervention.</p> <p>Closely monitored through pupil progress meetings, pupil interviews and intervention reviews</p>	<p>Engage pupils in collaboratively and engaging activities and enable them to develop interpersonal skills, encourage the building of self-esteem and build strategies to thrive and achieve their potential</p> <p>Children eligible for PP to be given good access to extra-curricular events (sporting, trips and residential). School participation in sporting events to monitor the number of PP children taking part. All PP children are financially supported for school trips and residential visits.</p>
C.	<p>To ensure pupils become independent, resilient learners through the development of AFL and class based strategies that promote cooperation and communication</p> <p>Monitored through observations, pupil interviews and pupil progress</p>	<p>Develop a whole school approach to class based shared learning strategies</p> <p>Facilitate independent learning strategies that encourage pupils to extend their learning opportunities</p> <p>Provide pupils with resources and scaffolds on the learning wall that enable pupils to follow a method and examples for learning.</p>
D.	<p>To support parental engagement with home learning through shared strategies that develop skills in reading, writing and maths.</p> <p>Monitored through pupil progress and parent review meetings</p>	<p>Provide skill based activities that reinforce children's learning and address the attainment gap.</p> <p>Building home and school partnerships through home learning tasks designed to encourage dialogue to help inspire and improve pupil's vocabulary and language acquisition.</p> <p>Parental reviews encourage parents to be involved in the setting of pupil academic targets in order to facilitate progress and attainment.</p>

5. Planned expenditure					
Academic year	2019/2020				
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.					
i. Quality of teaching for all					
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?
All pupils make good progress from their starting points in order to narrow the gap between disadvantaged and non-disadvantaged pupils	<p>English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching</p> <p>Resources provided for all PP pupils to facilitate learning both at home and at school</p> <p>PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers.</p>	<p>1 to 1 tuition, targeted small group work and ability grouped work has been used effectively within the school <i>The EEF Toolkit suggests that targeted support matched to specific students with particular needs or behavioural issues can be effective</i></p> <p>Developing pupil outcomes through prior learning in order to provide them with metacognitive and independent learning strategies. <i>NfER report on supporting the attainment of disadvantaged pupils</i></p> <p>Planning, monitoring and reviewing targets for learning termly has allowed for more focused steps for learning to be implemented. <i>Creating a commonly owned plan for success empowers staff to take collective leadership for achieving success NfER report on supporting the attainment of disadvantaged pupils</i></p>	<p>Timetable priority given to targeted intervention.</p> <p>Whole school pupil premium data map</p> <p>Complete learning walks with a focus on PP on whole termly basis.</p> <p>Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs</p> <p>Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2</p>	<p>JW</p> <p>SH</p> <p>KB</p>	Half termly pupil premium progress reviews

<p>Teaching and learning provides opportunities for pupils to be supported academically, socially and emotionally, throughout the school day.</p>	<p>EVOLVE HE:RO project provision</p>	<p>Targeting and focusing on PP attainment highlights the Childs/dren's needs and the support required for the child to make good progress. <i>The EEF Toolkit suggests Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in School</i></p>	<p>Pupil Progress meetings Wellbeing Compass and pupil interviews Intervention monitoring and reviews</p>	<p>JW SH MH</p>	<p>Half termly pupil premium progress reviews</p>
<p>Raise attainment in Reading, Writing and Maths</p>	<p>PP pupil progress meetings to review outcomes and next steps alongside PP lead, PP TA and Class Teachers. Provide training and resources for all staff Developing metacognition and self-regulation</p>	<p>Frequently analysed data and provision enables staff to make adjustments accordingly to support the achievement of all pupils (Ofsted 2013) Pupils are able to develop strategies for improving their learning independently through systematic focused feedback. Day-to-day teaching meets the needs of all learners and allows for highly skilled practitioners to raise attainment through an enriched curriculum and learning environment Explicit teaching of oral language promotes pupils' talk and interactions in order to support the development of vocabulary and language acquisition (<i>EEF Toolkit</i>) <i>The EEF Toolkit suggests teaching pupils strategies for planning, monitoring and evaluating their learning in order to support pupils independence and resilience for learning</i></p>	<p>Timetable priority given to targeted intervention. Whole school pupil premium data map Complete learning walks with a focus on PP on whole termly basis. Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2 Half termly pupil progress data Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>JW SH</p>	<p>Half termly pupil premium progress reviews</p>
Total budgeted cost					<p>£10,000</p>

ii. Targeted support					
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?
To provide experiences for pupils that support the development of their social and emotional needs	<p>Theatre visits, music events, outdoor/ trips are timetabled throughout the academic year.</p> <p>After School Clubs</p> <p>Milk in school</p>	<i>Ofsted 2013 suggests that pupils who have access to a broad range of educational experiences can support narrowing the attainment gap between pupils in receipt of PP funding and all other pupils nationally.</i>	<p>Feedback from pupils ,class teachers and parents</p> <p>Analysis of data for attendance</p>	<p>JW</p> <p>SH</p> <p>LM</p>	<p>Termly pupil interviews</p> <p>Half termly review of extra-curricular activity data</p>
Higher rates of progress for all Pupil Premium children	<p>English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching</p> <p>1:1 or small group art and talking therapy sessions</p>	<p><i>EEF Toolkit suggests that small group tuition is effective in raising attainment and supporting lower attaining pupils and can have a higher impact in closing the gap.</i></p> <p><i>Behavioral interventions improve attainment by improving a positive school ethos and greater engagement with learning. EEF Toolkit</i></p>	<p>Feedback from pupils ,class teachers and parents</p> <p>Timetable priority given to targeted intervention.</p> <p>Whole school pupil premium data map</p> <p>Complete learning walks with a focus on PP on whole termly basis.</p> <p>Data monitoring show: Through rigorous baseline testing, interventions closely match individual needs</p> <p>Clear data tracking in place and monitoring the impact of interventions in KS1 and KS2</p>	<p>JW</p> <p>SH</p> <p>KB</p>	Half termly pupil premium progress reviews
Total budgeted cost					£13,340

iii. Other approaches					
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?
Develop engagement with reading, writing and maths	<p>Simplify home learning tasks.</p> <p>Engage pupils and parental support at home through video to enhance and support school based learning.</p>	<p><i>EEF Toolkit</i> suggests that overall, homework in primary schools does not appear to lead to large increases in learning.</p> <p><i>EEF Toolkit</i> evidence suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.</p>	<p>Parent surveys</p> <p>Pupil interviews</p> <p>Half termly pupil progress data</p>	<p>JW</p> <p>SH</p>	<p>Mar 20</p> <p>Half termly pupil progress</p>
Total budgeted cost					£50

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
To provide qualified teacher support, guidance and advice for pupil, parents and staff, with responsibility for planning and coordinating provision for Pupil premium children, monitoring, evaluating, measuring impact and reporting to stakeholders.	<p>Monitor progress and attainment across the school.</p> <p>Provide coaching for staff to improve outcomes for pupils.</p> <p>Research and provide CPD for staff.</p> <p>Evaluate and review outcomes and provision.</p>	<p>Pupil Premium children are given a range of enrichment and engaging learning opportunities to develop confidence and self-esteem. Pupils are supported in their learning and make good progress from their starting points.</p> <p>Staff are confident in supporting PP pupils in achieving expected progress and CPD delivered by PP lead and additional selected resources will impact on PP progress in core subjects.</p> <p>PP pupils are provided with explicit strategies to plan, monitor and to evaluate their learning, and give them opportunities to use them with support and then independently.</p> <p>PP Lead's rigorous monitoring will ensure that all Pupil Premium children are provided with opportunities to achieve success in all areas.</p>	<p>More regular evaluation and review meetings enhance learning opportunities and ensure next steps in learning are targeted.</p> <p>Key coaching opportunities have provided small steps in learning to be identified and outcomes have improved to narrow the gap between PP pupils and non PP pupils.</p> <p>CPD has enhanced emotion and social outcomes for pupils which have supported further academic achievement.</p>	£2721
ii. Targeted support				
Desired outcome	Chosen action/approach	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>To ensure pupil engagement, levels of resilience and independence are improved for PP children, particularly in mathematics through targeted intervention and support to diminish the difference in progress.</p>	<p>PP pupils offered 1:1 teacher tuition to develop strategies to tackle fundamental gaps in skills, knowledge and understanding, which is preventing progress.</p> <p>English Phonics, Reading, Writing and Maths provision as 1-1 or small group sessions to supplement daily teaching</p>	<p>Pupils are provided with explicit strategies to plan, monitor and to evaluate their learning, and give them opportunities to use them with support and then independently.</p> <p>Pupils are supported and encouraged to identify key steps in their learning.</p> <p>Pupils are provided with opportunities to make improvements following feedback. Pupils are given regular and timely feedback. Reviewing challenges and successes of the tutoring with teaching groups to ensure tutoring impacts positively upon pupils' progress.</p> <p>PP pupils offered 1:1 teacher tuition to develop strategies to tackle fundamental gaps in skills, knowledge and understanding which is preventing progress</p>	<p>Further monitoring of progress alongside class teachers, PP TA and PP lead will need to take place half termly in order to review interventions more closely and develop next steps for learning.</p> <p>Case studies to be updated for all pupils whole termly in order to provide a detailed log of pupil intervention and provision.</p> <p>92% of pupils made expected or better progress in maths across year groups.</p> <p>83% of pupils made expected or better progress in reading and writing. This will continue to be a focus area for next year.</p>	<p>£7541.03</p>
<p>To provide learning mentor support for the emotional, social, and mental well-being of Pupil Premium Pupils</p>	<p>Small group learning working on strategies to develop positive self-image and educational and emotional self-esteem.</p>	<p>Increased % of Pupil Premium children will achieve greater depth in maths and English and 100% will make expected or accelerated progress in maths and English. Developed well-being will support attainment and progress.</p>	<p>Well-being compass data has enabled interventions to be adapted and has informed support if further provision.</p> <p>The intervention has supported the collation of evidence through case studies in order to keep a record of achievement over time.</p>	<p>£3500</p>
<p>To provide resources that support independent learning and promote challenge and develop emotional and social well-being</p>	<p>Purchase of targeted texts.</p> <p>Intervention provision to be used 1:1 or as a small group.</p>	<p>100% Premium Pupils will make expected or more than expected progress in language and communication development, with some accelerated progress in reading, writing, spelling and comprehension.</p>	<p>Pupils have been able to access pre-learning tasks and been given the opportunity to access a variety of key texts linked to their learning.</p> <p>Resources for intervention use has provided CPD for PP TA and enabled her to plan and deliver group-learning sessions more effectively.</p>	<p>£1520.82</p> <p>£720</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	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
To provide enrichment workshops for pupils and subsidise after school clubs.	Funded clubs after school extra-curricular activity. External learning support service Music tuition.	Targeted support was robust and effective. PP ensured pupils received tailored and challenging programmes. The vast majority of pupils made good progress and achieved expected progress in core subjects. Pupil interviews demonstrate 100% enjoy the enrichment activities provided. Pupils develop perseverance and independent learning skills which promote good progress and achievement to make good or better progress.	Workshops promoted higher order thinking skills and enable children to develop stamina for critical thinking and awareness. Pupil's self-esteem was raised. Pupil's social skills were enhanced and developed leading to pupils increased self-awareness and self-confidence. Feedback from pupils, staff and pupils was positive.	£196
To provide subsidies for curriculum resources, trips and visits.	Theatre visits, music events, outdoor/ trips Resources	Families are routinely supported with financial implications of trips and visits by school funding allowing pupils to attend where previously families may have declined due to financial constraints. Pupil relationships with peers maintained, isolation from events greatly reduced. Holistic learning experiences more readily accessed by pupils that previously they did not experience for example, outdoor adventure.	Pupils have increased confidence in new environments and developed independence from residential visits. Pupils have experienced more interactive and enriching programmes of study to enhance their learning and development across the curriculum. Pupils enjoyed exploring new places and meeting new people providing a wider and richer experience.	£1045.80
To provide appropriate school resources increase attendance and engagement with all aspects of school life.	Provide uniform, milk and free school meals.	Attendance of all pupils in receipt of Pupil Premium funding meets and in some cases exceeds the target of 96% attendance throughout the academic year; Pupil's self-esteem is raised and report they are happy to come to school. Pupils are encouraged to live a healthy lifestyle that can improve pupil engagement.	The average pupil attendance is 95% and in line with national figures, however 50% of pupils have exceeded the school target of 96% as well as national expectation.	£2043.62

7. Additional detail