

Pupil premium strategy statement for Our Lady of the Rosary Catholic Primary School



1. Summary information					
School	Our Lady of the Rosary				
Academic Year	2019/2020	Total PP budget	£158, 000	Date of most recent PP Review	July 2019
Total number of pupils	272	Number of pupils eligible for PP	107	Date for next internal review of this strategy	July 2020

2. Current attainment (KS2 2019 Results)		
	<i>Pupils eligible for PP</i>	<i>All Pupils (National Average)</i>
% achieving in reading, writing and maths	26%	65%
% achieving in reading	35%	73%
% achieving in writing	39%	78%
% achieving in maths	52%	79%
% achieving in GPS	52%	78%

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.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in writing.
B.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in Reading.
C.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in maths.
D.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in Grammar, Punctuation and Spelling (GPS).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Poor vocabulary on entry to EYFS
F.	Social and emotional difficulties impact on the progress of certain PP pupils

G.	Attendance issues impact on performance of some PP pupils (School monitors attendance closely)
H.	Arriving in school late and/or without Breakfast

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment in writing in line with peers	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for writing.
B.	To raise the % of PP attaining the standard in reading	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for reading.
C.	To raise the % of PP attaining the standard in Mathematics	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for mathematics.
D.	To raise the % of PP attaining the standard in GPS	% of children attaining at least age-related expectations is in line above NA for PP children Nationally for GPS.
E.	Improve early oracy skills for pupils eligible for pupil premium.	Progress for pupils eligible for PP in line with 'other' pupils.
F.	Children work with greater independence. Provision to support children's Emotional issues and problems is embedded in the school.	Monitoring processes show that children are more independent and show resilience when working on challenges and problems. Children feel listened to and have developed strategies to support their resilience.
F	Fewer recorded incidents of unacceptable behaviour	Over time fewer incidents recorded. Fewer children referred to GLC and outside agencies.
G	Attendance for PP has improved over the year	Increase % of PP children achieving over 95% attendance.
H	Punctuality has improved and children are ready to start work at 8:50am	Increase in % of PP children arriving in school on time and ready to start school work

5. Planned expenditure

Academic year 2019/2020

The 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 implementation be reviewed?
Improve positive behaviour, resilience and independence across the school. Improved emotional intelligence.	<p>Review Behaviour policy Staff training in:</p> <ul style="list-style-type: none"> Positive Behaviour Management' Quality First Teaching. <p>Parent Support worker supporting vulnerable children. £6 000 School Counsellor support is provided. £3 500</p>	<p>Children are not able to learn effectively if they are emotionally distressed or their behaviour is unchecked and unacceptable.</p> <p>In order to ensure that children are mentally and emotionally prepared for lessons. Children will be provided with skills to support them in being resilient, independent learners.</p> <p>Children have strategies to use to support their emotional well-being.</p>	<p>Quality Teaching First ensures that appropriate targeted support is in place which enables children to make at least good progress.</p> <p>Planning, lessons and work scrutiny is used to ensure that appropriate targeted support is in place.</p>	SLT Mrs Ord	Next review June 2020.
Improve early oracy skills for pupils eligible for pupil premium.	<ul style="list-style-type: none"> Speech and Language courses Create language rich environment Promote love of reading via bedtime story days Speech and language intervention 	<p>Sutton trust- PP the next steps.</p> <p>Staff training on developing oracy for pupils in EYFS and reception Y1 from EYFS/Reception (£240)</p> <p>A wider range of home reading books to be purchased, including non-fiction books.</p> <p>Continue to pay for Tapestry software to engage parents and track information. £128</p> <p>Additional EYFS lead support x2 days £15, 000</p>	<p>Interventions selected using evidence of effectiveness.</p> <p>Peer observation of attendees' classes after the training, to embed learning (no assessment).</p> <p>Reviews of schemes of learning; book scrutinies and pupil voice feedback.</p> <p>Pupil involvement in extra-curricular</p>	Mrs White	June 2020

	<p>£4 600</p> <ul style="list-style-type: none"> • After school clubs with a focus on story telling 		sessions.		
To further raise standards in writing across the school	<p>Embed agreed approaches for the quality of teaching of writing across the curriculum.</p> <p>Staff training.</p> <p>Moderation of writing.</p> <p>Reading week to encourage a love of reading quality texts and high quality writing across the school.</p>	<p>Quality first teaching delivers well-matched, deep and enriching activities to stimulate writing.</p> <p>Children are provided with first hand experiences linked to the creative curriculum which provide information, broaden vocabulary and act as stimulus for learning. Children are more able to write and talk about things that they have experienced and have a good knowledge of.</p> <p>Reading week resources £600</p>	<p>Planning and work scrutiny.</p> <p>Classroom observations of teaching of writing.</p> <p>SLT to support colleagues to ensure quality teaching of Writing.</p> <p>Time provided to monitor implementation and support.</p>	SLT	Termly
Children are enthusiastic readers. They have very good comprehension skills.	<p>Improve quality and range of reading books and reading resources in school.</p> <p>Provide after school Reading Club.</p> <p>ICT resources to embed reading skills: 60 ipads Pads = £14,744 iPad cases = £1020 Trolley x2 = £1484 MDM Management Licences = £505 (annual cost)</p>	<p>Providing high quality reading materials eg. Books – fiction and non-fiction, comics, magazines ...etc which are attractive and geared towards the children's interests – will engage and encourage reading.</p>	<p>Ensure that teachers use stimulating texts in English – whole class texts, guided reading and story time.</p> <p>Promote reading throughout the year – shared stories, World Book Day/Book Week, Durham Learning Resources, children working with authors ...etc.</p> <p>Update Library environment and purchase Reading books – Reading Co-ordinator to regularly audit resources and carry out 'pupil voice' questionnaires.</p>	<p>Reading Subject leader.</p> <p>SLT</p>	Termly

	<p>Durham resource library SLA £1,500</p> <p>Reading Plus £4 650</p> <p>Bug Club £1173</p> <p>Purchase a new reading scheme linked to phonics ensuring level appropriate books</p> <p>Reading Books: Oxford University Press £12, 451.25 colour band class packs</p> <p>Oxford university press - £488.58</p>				
Total budget cost: £68, 084					

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 implementation be reviewed?
Improve progress for pupils who are not meeting ARE in Y6.	Daily small group sessions in Maths and Literacy with additional teachers and TA, in addition to standard lessons. Booster classes-3 pm sessions (£42, 000) Interventions (Power of 2) £1500	Provide extra support to accelerate progress. Small differentiated group intervention focusing on basic skills and consolidation of number facts, spellings, grammar and punctuation.	Timetabled intervention support. Teacher to monitor progress. Impact of support overseen by SLT and Numeracy Subject Leader. EHT to monitor tracking and receive regular updates of progress.	Numeracy Subject leader. SLT	Half termly. Termly meetings with parents.
Improved progress for more-able pupils in maths.	Daily small group sessions in Maths. KS2: Booster sessions – twice a week (after school.)	Additional support and intensive teaching to accelerate and ensure progress. Small group interventions with highly qualified staff have been shown to be effective.	Impact overseen by Maths and Subject leader and reported back Exec. Headteacher.	Numeracy Subject leader. SLT	Half termly.
Improved progress in grammar, punctuation and spelling. Improved quality and quantity of writing.	Increased number of sessions/opportunities to write at length in Literacy and across the curriculum. Lexia from Y1 to be used £2,300	Small group interventions – proved to be highly effective. Well-structured and differentiated lessons focusing on needs of targeted children – ensures that pupils receive necessary intervention and support.	Monitoring of planning and evaluation of lessons and children's work. Tracking of pupils' progress. Reviews of short notes – targets are regularly updated.	SLT	Half termly.
Total budgeted cost £45, 800					

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 implementation be reviewed?
Improved attendance.	<p>Attendance incentives: Certificates and ASDA vouchers.</p> <p>Attendance meetings held with parents.</p> <p>Pupils with over 95% attendance receive an end of year treat.</p> <p>£400 EWO Family support worker/safeguarding lead in school £19,000</p>	<p>Children enjoy receiving rewards – incentives provide an additional motivation and driver.</p> <p>Improved attendance improves attainment – since pupils don't miss valuable stages in their academic development.</p>	<p>Termly 100% attendance rewards given out during end of term assemblies and annual award assembly.</p> <p>% pupils who attend end of year treat will improve from previous year.</p> <p>EHT and Attendance lead to monitor attendance closely – children with poor attendance – parents are sent letters and invited to strategy meetings – targets set.</p>	EHT H Ord	Half termly.
Improved punctuality and attendance. Improved concentration.	<p>National breakfast Programme – provision of free breakfast for PP children.</p> <p>Children come straight into school for early morning work before the school bell rather than having to wait to line up on yard. Staggered entry means a lack of traffic congestion and so encourages punctuality.</p> <p>Breakfast club is used</p>	<p>Children arrive in school early for Breakfast – improving punctuality.</p> <p>EEF research shows evidence that in areas of high disadvantage – as a result of breakfast consumption children made on average 2 months additional progress in core subjects compared to schools with no breakfast provision.</p>	<p>Admin staff closely monitor Breakfast Club attendance and regularly liaises with Breakfast Club Supervisors.</p> <p>SLT provides teaching staff with questionnaires regarding impact on lessons related to Breakfast Club attendance.</p> <p>Information collected is feedback to GB.</p>	SLT Office Staff	Reviewed termly.

	with PP children where attendance is an issue.				
Early Intervention working to reduce the risk factors and increase the protective factors in pupils' lives	Early Intervention TAF meetings One point support Referral to multi-agency partners Coffee Mornings Learning Mentor support £13, 500	Proactive support to reduce the impact of risk factors on pupils' emotional well being and attainment.	SLT to oversee.		
Children are content in school – provided with bagels and fruit.	All children are provided with school bagels and fruit. Cool Milk supplied for all Reception children. £500.	Children perform better when they are not hungry. Fruit is important for a healthy diet.	Ensure that Cool Milk supply school with milk Additional fruit is purchased by the school to ensure that all PP children have a daily healthy snack.	EHT Office	Termly

Total budget cost: £33, 400

iv. 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 implementation be reviewed?
Provision of high quality after school experiences and school visits.	Teachers to ensure that lessons and activities are creative and engaging – use of visitors to school or visits to places of interest are used to provide opportunities to stimulate pupils' enthusiasm for learning. Subsidised costs: £4500 Provide a wide range of learning experiences. Implement new planning structure	Some children have limited experiences on which to draw on to stimulate creative writing or knowledge of the world we live in – the school is keen to give all children quality experiences to support their learning. The more life experiences children have the more they are able to draw upon first hand experiences – children are more likely to change their ideas and understanding of the world they live in through hands on and real life experiences than they are by being given facts.	All staff are required to plan trips/visits/visitors etc. each term to stimulate children's introduction to new topics. SLT oversees clubs, visits and visitors to school.	SLT Subject leaders	Termly.
Positive behaviour Management	Teachers to ensure that all pupils effectively	Minimal classroom disruption. GLC used for children who refuse to follow school	Staff regularly reminded of school Behaviour Policy –	EHT DH	Termly

	<p>know and follow school and classroom rules.</p> <p>Implement the Behaviour policy to develop: independence, resilience, kindness ...etc.</p> <p>Use of Guidance Learning Centre for unacceptable behaviour.</p> <p>£1 500</p>	<p>rules. This is very effective since children do not like being taken out of their comfort zone.</p> <p>Children are unable to learn if they are in a disruptive environment.</p> <p>All children know and follow school rules and know the consequences if they fail to do so.</p>	<p>consistent approach is in place across the school.</p> <p>Monitoring of behaviour around school and in classrooms.</p> <p>Analysis of Behaviour records/CPOMS.</p> <p>Fall in the number of children being referred to GLC.</p>	Class teachers	
Pupil engagement in the creative curriculum.	<p>Provide free additional Music lessons for PPG.</p> <p>Employ specialist music provision.</p> <p>£4 500</p>	<p>Children are provided with the opportunity to develop their creative side and engage in 1:1 or small group specialised music lessons.</p> <p>This supports emotional well- being.</p>	<p>Work closely with the Music peripatetic staff – monitor progress of PPG.</p> <p>Ensure PP children have opportunity to learn to play a musical instrument if they wish.</p> <p>Engage PPG in additional Music activities – provided opportunities to perform to different audiences.</p>	Music Lead EHT	Termly
Total budget cost: £10 500					
TOTAL OVERALL COST: £157, 784					

