

# Pupil premium strategy statement 2019-2020

1. Summary information					
School	Our Lady and St Benedict Catholic Academy				
Academic Year	19/20	Total PP budget	£125,645	Date of most recent PP Review	December 2017
Total number of pupils	227	Number of pupils eligible for PP	95	Date for next PP Strategy Review	November 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths (or equivalent)	64% (7% EXC)	76% (23% EXC)
% achieving Expected or above in reading.	93% (35% EXC)	82% (59% EXC)
% achieving Expected or above in writing.	79% (14% EXC)	82% (29% EXC)
% achieving Expected or above in maths	86% (29% EXC)	88% (35% EXC)
Progress in Reading	4.8	2.7
Progress in writing	0.5	0.6
Progress in maths	2.5	1.7

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Attainment at higher standard in language and communication at the end of EYFS.
<b>B.</b>	Attainment at higher standard is not in line with national in maths at KS1 and writing and SPAG (Spelling, punctuation and grammar) in KS2.
<b>C.</b>	Progress in writing is average.

<b>D.</b>	Identified internal cohorts of children with attainment below national, which could impact on future attainment if not addressed.
<b>E.</b>	Children in need of emotional support.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Punctuality rates which impacts on how well children are prepared for the beginning of day and reduces access to learning in the first session of the day.
<b>G.</b>	High percentage of families needing additional help.
<b>H.</b>	Children's attendance at extra curricular activities

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children develop wider range and understanding of vocabulary which enhances language and communication skills.	Pupils eligible for PP in Nursery and Reception make good progress by the end of the year so that some children can achieve above GLD by the end of the phase.
<b>B.</b>	Attainment at higher standard in maths in KS1 rises toward national expectations. Attainment at higher standard in writing and SPAG rises to meet national expectations.	Pupils eligible for PP in Year 1 and 2 make good progress in maths by the end of the year so that outcomes in maths rise to meet national. Pupils in year groups in KS2 make good progress in writing and SPAG by the end of the year so that outcomes are in line with national. Measured by academy end of key stage outcomes in comparison to national.
<b>C.</b>	Progress in writing improves further so that more children can achieve.	Pupils eligible for PP make good progress in writing so that outcomes at expected and higher standards increase. Measured by end of KS2 progress outcomes in comparison to national.

<b>D.</b>	Children with attainment below national in cohorts across the school, improve to meet national standards in identified subject areas.	Pupils eligible for PP across the cohorts make good progress in their target area of learning so that outcomes rise to meet national standards. Measured against end of year outcomes in comparison to national age related outcomes.
<b>E.</b>	Children needing emotional support are identified promptly and support put in place in a timely manner.	Disadvantaged children experiencing emotional issues are offered appropriate support through either academy provision, including a high quality PSHE curriculum, or signposting to other agencies. Children are able to self-regulate their emotions and fulfil their learning potential. Children know how to access additional support if necessary.
<b>F.</b>	Punctuality rates for children eligible for PP improve and children are well prepared for the start of the day and ready to learn.	All PP children are punctual and attend their class 'little breakfast'. First session learning outcomes improve as a result of good punctuality. Punctuality rates continue to improve.
<b>G.</b>	Provide additional help to higher percentage of families.	Families are offered appropriate support and or sign posted to support through the safeguarding and well being team. Family learning sessions are well supported and include those families with a need. Home school relationships are positive and strong.
<b>H.</b>	A good proportion of children participate in extra curricular opportunities provided by the academy.	The attendance of PP children at after school activities increases this academic year.

## 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

### 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?
Children develop wider range and understanding of vocabulary which enhances language and communication skills.	Providing quality delivery, CPD and mentoring for staff to raise standards in teaching of vocabulary.	Invest PP funding into longer term change through CPD will help all pupils and raise aspirations. NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our disadvantaged pupil progress by up to 1.5 years. The EEF Early Years Teaching and Learning Toolkit suggests early years interventions and oral language intervention can improve our pupils progress by up to 5 months. EEF Preparing for Literacy recognises that Language provides the foundation of thinking and learning and should be prioritised.	High quality method of delivery and CPD will be researched to meet the needs of our children. Mentors will work alongside staff to support delivery of vocabulary learning. Regular progress meetings will be used to review the impact of quality first teaching and interventions. Classroom visits and pupil conversations show that children are remembering and using the new vocabulary.	GR ST	July 2020.
Attainment at higher standard in maths in KS1 rises toward national expectations.	Raising standards of teaching through training, mentoring and coaching using maths mastery	NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our disadvantaged pupil	Training and mentoring for all staff, targeting key focus areas. Internal assessments support the identification of disadvantaged pupils who require additional	ST SCK OB ZC JM	July 2020

<p>Attainment at higher standard in writing and SPAG rises to meet national expectations.</p>	<p>approach, Maths Excellence Project and Maths Hub opportunities, talk for writing and daily SPAG lessons. Using effective questioning and timely feedback. Continuing to develop a high quality broad and balanced curriculum which builds knowledge.</p>	<p>progress by up to 1.5 years. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months Well qualified staff deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment of Disadvantaged Pupils. (November '15) EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p>	<p>support to maintain good progress. Targeted additional adult support is in place for all classes.</p>		
<p>Progress in writing improves further so that more children can achieve.</p>	<p>Raising standards of teaching through training, mentoring and coaching with a focus on writing, SPAG, vocabulary and maths mastery. Using effective questioning and timely feedback. Continuing to develop a high quality broad and balanced curriculum which builds knowledge.</p>	<p>NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our disadvantaged pupil progress by up to 1.5 years. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months. Effective questioning to deepen learning can improve achievement by up to 5 months. Well qualified staff deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment</p>	<p>Bespoke external and internal training and mentoring for all staff, targeting key focus areas. Internal assessment and tracking support the identification of disadvantaged pupils who require additional support to maintain good progress. Targeted additional adult support is in place. Monitoring, evaluation and review of quality broad and balanced curriculum shows knowledge is building.</p>	<p>ST SCK OB ZC JM</p>	<p>July 2020</p>

		of Disadvantaged Pupils. (November 2015)			
Children with attainment below national in cohorts across the school, improve to meet national standards in identified subject areas.	Identify areas of development for children with attainment below national. Provide quality first teaching and suitable interventions to diminish any gaps in learning. Provide any emotional support required to enable access to learning. Continuing to develop a high quality broad and balanced curriculum which builds knowledge.	NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our disadvantaged pupil progress by up to 1.5 years. Well qualified staff deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment of Disadvantaged Pupils. (November 2015)	Internal assessment and tracking support the identification of disadvantaged pupils who require additional support to maintain good progress. Targeted additional adult support is in place. Monitoring, evaluation and review of quality broad and balanced curriculum shows knowledge is building.	DS JE ST	July 2020
<b>Total budgeted cost</b>					<b>£46565.00</b>

Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Children develop wider range and understanding of vocabulary which enhances language and communication skills.	Concept Cat style vocabulary teaching and use of stem sentences in maths implemented across Foundation Stage.	Baseline assessment indicates that children enter Foundation Stage well below national expectations with language development especially low. The Nuffield Foundation and University of York research, which has been independently evaluated by EEF, found that the vocabulary, grammar and listening skills of four and five year olds was improved by as much as four months using early language interventions.	Training for all staff on delivery of talk for Concept Cat. High quality delivery and feedback of programmes monitored and reviewed. Classroom visits and pupil conversations shows that children are remembering the new vocabulary and can use it in the correct context.	GR ST DS JE	July 2020

<p>Attainment at higher standard in maths in KS1 rises toward national expectations. Attainment at higher standard in writing and SPAG rises to meet national expectations.</p>	<p>Roll out and embed Power Maths across the academy. Develop use of stem sentences in maths. Talk for writing, spelling shed and daily SPAG sessions delivered in KS2. Word Aware vocabulary programme rolled out to develop understanding and knowledge of three tiers of vocabulary. Switch on Literacy and Catch Up maths used to ensure children keep up rather than catch up. Offer additional after school provision for high ability groups.</p>	<p>The EEF suggests the use of a small number of well-chosen interventions that complement the teaching and learning taking place in the classroom. Switch on to Literacy and Catch Up Numeracy are recommended one to one interventions, providing up to four months additional progress. It is also suggested that schools mix and match interventions to develop a tailored approach which matches staff expertise and children’s needs. Aspirer Research School has seen significant gains for disadvantaged children using the Word Aware approach to vocabulary acquisition which has diminished the gap with non-disadvantaged children. Catch Up Numeracy can add up to 3 months progress for children. Staff expertise is deployed effectively to deliver additional support as identified in the NFER and DFE research report Supporting Attainment of Disadvantaged Pupils. (November 2015)</p>	<p>External and internal training for staff in specific subject areas and interventions. Internal assessment and tracking will monitor progress of children. High quality delivery and feedback of programmes monitored and reviewed. Classroom visits and pupil conversations shows that children are remembering the new vocabulary and can use it in the correct context.</p>	<p>DS JE ST SLT</p>	<p>July 2020</p>
---	--	--	--	---------------------------------	------------------



<p>Children needing emotional support are identified promptly and support put in place in a timely manner.</p>	<p>Emotional literacy/well-being programmes linked to specific needs of children delivered by Safeguarding Officers.          Younger Minds Counsellor working with key identified children.          MindUp programme rolled out across the school.          New PSHE curriculum – Jigsaw-rolled out.          Emotion coaching.          Sparkles and Family Links training for parents run by Safeguarding Officer.</p>	<p>EEF toolkit shows that social and emotional learning can improve achievement by up to 4 months. The University of British Columbia found that the MindUp approach can not only improve cognitive skills but also lead to significant increases in social and emotional competence and well-being in the real world setting of regular classrooms and provided promising evidence of a value added component to the regular school curriculum that can result in multiple benefits.          Bath Spa University found similar benefits to emotion coaching indicating that it supported mental health well-being in children.          Colebrook Centre research indicates that the Family Links project enables better relationships between parent and child and that parents feel more able to cope and enjoy parenting.          Children’s social and emotional needs need to be met before learning can take place.</p>	<p>Regular liaison with external agencies including the Better Together social worker.          Monitoring, evaluation and review of caseload with Learning Mentors.          Behaviour and academic tracking of identified children.</p>	<p>DS          ST          KF          AW</p>	<p>July 2020</p>
--	--	--	---	---	------------------

<p>Punctuality rates for children eligible for PP improve and children are well prepared for the start of the day and ready to learn.</p>	<p>Monitor punctuality and follow up with support of Collegiate EWO. Safeguarding Officers to support identified families. Encourage children into school with a shared 'little breakfast' each morning.</p>	<p>DFE research shows that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.6 times more likely to achieve expected and 4.7 times more likely to achieve above expected than pupils that missed 15-20 per cent of all sessions. Attachment theory indicates that a child with a reliable adult in their life is more motivated to achieve. The little breakfast project is aimed to secure a reliable adult relationship in school. (University of Essex)</p>	<p>Regular tracking and reporting of punctuality data across all year groups. Liaison with EWO and other services.</p>	<p>DS KF Newman EWO</p>	
<b>Total budgeted cost</b>					£22720.00

<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Provide additional help to higher percentage of families.</p>	<p>Parent workshops run throughout the year in all classes. Class open afternoons run by children. Develop parent sessions to support their learning and that of their children eg e-safety, physical activity, active sessions for phonics and maths.</p>	<p>DFE Review of Best Practise in Parental Involvement indicates that it has a significant positive effect on children's achievement and that in the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools.</p>	<p>Parental engagement in events recorded and feedback analysed to ensure preferred activities are undertaken. Identified new intake families are contacted and attend sessions prior to entry.</p>	<p>DS SLT</p>	<p>July 2020</p>

	Benedict Bear transition project for EYFS				
Disadvantaged children attend and enjoy extra curricular activities over time.	Offer wide variety of activities available, including non academic clubs delivered by staff with specific skills in those areas. Encourage resilience; commitment; life skills in children.	EEF research reports suggest that attendance at extra curricular activities have the most impact on self esteem and self identity. These are essential life skills which help children approach learning in a more confident and positive manner through life.	Registers analysed for regular attendance and compared over each term.	DS KF SLT	July 2020
<b>Total budgeted cost</b>					<b>£53360.00</b>

#### **Additional detail**

In addition to the above all PP children will be considered for additional support be it financially or educationally. These will be reviewed regularly to ensure all PP children are having full access to all opportunities in school and are reaching their full potential in all areas.