

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Our Lady and St Benedict Catholic Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£128000		
<b>Total number of pupils</b>	236	<b>Number of pupils eligible for PP</b>	102	<b>Date for next internal review of this strategy</b>	November 19

2. Current attainment				
<b>KS1</b>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
<b>% achieving EXS or above in reading, writing and maths</b>				
<b>% achieving EXS or above in reading</b>		77%	82%	
<b>% achieving EXS or above in writing</b>		62%	76%	
<b>% achieving EXS or above in maths</b>		77%	82%	
<b>KS2</b>				
<b>% achieving EXS or above in reading, writing and maths</b>		31%	78%	
<b>% achieving EXS or above in reading</b>		69%	100%	
<b>% achieving EXS or above in writing</b>		63%	100%	
<b>% achieving EXS or above in maths</b>		50%	78%	
Progress				
<b>KS2</b>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National All</i>
<b>Progress in reading</b>		0.6	-1.7	0.3
<b>Progress in writing</b>		-1.4	1.2	0.2
<b>Progress in maths</b>		-3.2	-4.2	0.3

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Significantly low attainment on entry to Nursery in particular speech and language development. This slows progress in subsequent years.	
<b>B.</b>	PP pupils who achieved expected attainment at the end of Key Stage 1 need to sustain this achievement through Key Stage 2.	
<b>C.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils particularly in maths and writing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Punctuality and attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.	
<b>E.</b>	Low aspirations and expectations of what pupils could achieve	
<b>F.</b>	Increased number of families accessing additional help from external agencies. This reduces children's ability to concentrate in school, their self-confidence and behaviour.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for PP in Nursery and Reception achieve a good level of development regardless of their start points.	Pupils eligible for PP in Reception and Nursery make good progress by the end of the year so that pupils eligible for PP achieve GLD by the end of the phase.
<b>B.</b>	PP pupils who achieved expected attainment at the end of Key Stage 1 continue to make good progress and achieve equally well or better at the end of Key Stage 2.	PP pupils attaining at expected at the end of KS1 are tracked and supported effectively to ensure they make as much progress as all other pupils from the same start point throughout KS2. Measured by Y3 – Y6 assessments in reading, writing and maths which are moderated across the Collegiate.
<b>C.</b>	High ability pupils, who are eligible for PP continue to make good progress, especially in writing and maths, and achieve equally well or better at the end of KS2.	PP pupils attaining at above expected at the end of KS1 are tracked and supported effectively to ensure they make as much progress as all other pupils from the same start point particularly in SPAG, writing and maths throughout KS2. Measured by Y3 – Y6 assessments in reading, writing and maths which are moderated across the Collegiate.
<b>D.</b>	Punctuality rates for pupils eligible for PP improves and is in line with or better than their peers.	PP children are punctual and attend their class 'little breakfast' and after school clubs where appropriate.

<b>E.</b>	High aspirations and expectations are in place for all pupils.	Pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers.
<b>F.</b>	Children from families receiving help are identified and appropriate support is in place to help them access their learning and make good progress.	Children are well supported and nurtured in school and are ready and able to learn effectively, making good progress.

5. Planned expenditure					
Academic year		2018/19			
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	Review
Children achieve a good level of development regardless of their starting points.	Raising standards of teaching in early language, literacy and numeracy development. Raising standards of teaching in maths, reading, writing, and phonics.	Invest PP funding into longer term change which 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.	Internal and external training and induction of all new to EYFS staff in all areas. Internal tracking systems will support the identification of disadvantaged pupils who require additional support to reach their potential. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Regular progress meetings will be used to frequently review the impact of quality first teaching and interventions.	DS ST GR	The approach was successful as a good level of development was achieved by 71% of Reception Class. This is in line with national outcomes. We have seen improvement in language over the year as a result of language interventions targeting identified children.
PP pupils who achieved expected attainment at the end of Key Stage 1 continue to make good progress and achieve equally well or better at the end of Key Stage 2.	Raising standards of teaching through training, mentoring and coaching with a focus on SPAG, phase 6 phonics, writing, maths including reasoning and feedback.	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. Teachers already use data well to identify and address underperformance quickly. Well qualified staff deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting	Bespoke external and internal training and mentoring for all staff, targeting key focus areas. Internal tracking systems support the identification of disadvantaged pupils who require additional support to maintain good progress. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Targeted additional adult support is in place for all classes.	LB ST DS SLT	The actions taken this year were successful, with disadvantaged children in Y6 making good progress and achieving as well as their counterparts in reading and maths. Children found writing more challenging, though the majority of disadvantaged children achieved the expected standard. Most disadvantaged

		Attainment of Disadvantaged Pupils. (November '15)			children achieved well from their start points with some children achieving at greater depth from a low start point.
		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, it can improve progress by up to 5 months.			The vast majority of disadvantaged children achieved well in maths from their start points. Some children achieved well above expectations.
High ability pupils, who are eligible for PP, continue to make good progress, especially in maths, writing and SPAG, and achieve equally well or better at the end of KS2.	Raising standards of teaching through training, mentoring and coaching with a focus on maths reasoning, writing, SPAG, questioning skills and feedback.	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. Teachers already use data well to identify and address underperformance quickly. Well qualified staff deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment of Disadvantaged Pupils. (November 2015)	Bespoke external and internal training and mentoring for all staff, in particular new staff, targeting key focus areas. Internal tracking systems support the identification of disadvantaged pupils who require additional support to maintain good progress. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Targeted additional adult support is in place. Monitoring, evaluation and review of quality first teaching and learning.	ST LB DS SLT	The approach was successful because higher ability disadvantaged children continued to make good progress and achieved at greater depth.
<b>Total budgeted cost</b>					<b>£5875</b>

**ii. 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
<p>Children achieve a good level of development regardless of their start points</p>	<p>Nuffield Early Language Intervention and Time to Talk language development programmes for identified children. Talk for writing and differentiated texts implemented across Foundation Stage</p>	<p>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 Internal monitoring and early EEF evaluation suggests that talk for writing has a positive impact on writing skills and confidence. The research recommends the use of talk writing alongside oral language development interventions in early years and KS1.</p>	<p>Training and mentoring of all EYFS staff in specific interventions. Target children identified and timetable of delivery put into place. Internal tracking systems will monitor progress of children. Training for all staff on delivery of talk for writing. High quality delivery and feedback of programmes monitored evaluated and reviewed.</p>	<p>GR ST DS JE</p>	<p>Nuffield Early Language and Time to Talk were delivered through the year. Talk for writing including story mapping was delivered across EYFS. An improvement from start point was seen in end of phase outcomes.</p>

<p>PP pupils who achieved expected attainment at the end of Key Stage 1 continue to make good progress and achieve equally well or better at the end of Key Stage 2.</p>	<p>Switch on to Literacy. Inference reading. Phase 6 phonics. SPAG schemes. Catch up Numeracy.</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. Switch on to Literacy has already been delivered effectively in school and its use is being continued and extended.</p>	<p>External and internal training for staff in specific subject areas and interventions. Target children identified and timetable of delivery put into place. Internal tracking systems will monitor progress of children. High quality delivery and feedback of programmes monitored evaluated and reviewed.</p>	<p>DS JE ST SLT</p>	<p>Disadvantaged children who achieved expected at the end of KS1 in reading continued to make good progress and achieved at least expected at the end of KS2 with some achieving greater depth. The vast majority of disadvantaged children achieved at least expected in maths with some reaching greater depth. Most disadvantaged children achieved at least expected with some achieving at greater depth in writing.</p>
		<p>Catch Up Numeracy is being implemented across the school to identified children and being mixed with same day interventions to support the maths mastery approach to teaching. Catch Up Numeracy can add up to 3 months progress for children.</p>			<p>See above.</p>

High ability pupils, who are eligible for PP, continue to make good progress, especially in SPAG, writing and maths, and achieve equally well or better at the end of KS2.	Track higher attaining PP pupils as a unique group across the school. Offer additional after school provision for high ability groups in Year 6 for English and Maths. Embed effective questioning and feedback across all year groups.	Teachers already use data well to identify and address underperformance quickly. 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. 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)	External and internal training for staff in specific subject areas, feedback and questioning. Internal tracking systems will monitor progress of children. Regular progress meetings will be used to frequently review the impact of quality first teaching and interventions.	DS SLT	Higher ability children made good progress in reading writing and maths and achieved at greater depth at the end of KS2.
<b>Total budgeted cost</b>					<b>£76600</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</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>Review</b>
Punctuality and attendance rates for pupils eligible for PP improves and is in line with or better than their peers.	Monitor punctuality and attendance and follow up with first day calling as per school policy with support of Collegiate EWO. Safeguarding Officers to support identified families.	PP attendance is below that of other children with some of our PP children showing as persistent absentees. 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. Furthermore persistent absence impacts on friendship groups which can lead to	Regular tracking and reporting of absence data across all year groups. Liaison with EWO and other services.	DS KF Newman EWO	Punctuality and attendance has improved over the year for disadvantaged children. A gap remains but it has diminished considerably. This approach will be continued into the next academic year.



		isolation and loss of confidence. (University of Glasgow for DFE). 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)			Children enjoy their little breakfast and most children arrive in time to share it with their friends.
High aspirations and expectations are in place for all pupils.	Quality First Teaching. 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, active sessions for phonics and maths. Benedict Bear transition project for EYFS	NFER research indicates that quality first teaching, which holds high aspirations for all, can improve our disadvantaged pupil progress by up to 1.5 years. 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.	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.	DS SLT	Parental workshops were held throughout the year. These were best attended in Nursery and Reception Class will adopt similar workshops in the next academic year.
Children from families receiving help are identified and appropriate support is in place to help them access their learning and make good progress.	Emotional literacy/well-being programmes linked to specific needs of children delivered by Safeguarding Officers. Younger Minds Counsellor working with key identified children. Family support through sign posting and engagement with Safeguarding Officers. MindUp programme rolled out across the school. Emotion coaching. Family Links training for parents run by	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	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.	DS ST KF AW	Targeted emotional literacy programmes have been delivered to support children with a wide range of difficulties. Children value this time. Children enjoy MindUp and say it helps them calm down after busy breaktimes. The Family Links programme

	Safeguarding Officer.	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.			was a great success with parents forming a strong and supportive bond which still continues. These approaches will be continued into the next academic year with additional parental engagement courses being sought.
<b>Total budgeted cost</b>					<b>£ 45525</b>

#### 6. 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.