

St Basil' Catholic Primary School Pupil Premium Plan - Review of Expenditure

<u>Review of expenditure</u>				
Academic Year			2018 / 2019	
A) To develop communication, spoken language and verbal reasoning skills				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data	Teaching Assistant	Data analysis from NFER reasoning scores and monitoring indicates that this remains an area for further development to ensure improvements in reading.	<p>Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.</p> <p>In the Autumn Term, a member of teaching staff attended oracy training and the actions from this, including the use of 'Speak It's' implemented by all staff across the curriculum.</p> <p>All staff have received further training on spoken</p>	

			language and this needs to become further embedded as part of normal good practice.	
B) To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Catch Up Groups'				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Pupils eligible for PP make accelerated progress so that there is diminishing gap in the attainment of FSM and non FSM pupils in all years from Sept 2018 – July 2019 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils	Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)	Whole school progress data indicates in Reading that the within the catch up groups 73% of pupils have made expected progress and 29% have made more than expected progress. In writing 81% of pupils within the catch up groups have made expected progress and 66% more than expected progress In Maths 82% of pupils	As a result of small group target teach, children grow in confidence and make rapid progress. There is a clear weakness in verbal reasoning skills across all years and there is a drive to improve speech and language, in particular vocabulary development. As a result of this a key part of daily guided reading activities focuses on the pre learning of new	Teaching Costs £46,930

		<p>within the catch up groups have made expected progress and 29% more than expected progress</p> <p>Reading The gap between Disadvantaged & non Disadvantaged has decreased to 8.03%</p> <p>Writing The gap between Disadvantaged & non Disadvantaged has decreased to 12.9%</p> <p>Maths The gap between Disadvantaged & non Disadvantaged has decreased to 19.68%</p> <p>% who achieved expected standard in reading writing and maths Summer 2019 (combined)</p>	<p>vocabulary.</p> <p>There is now a more focused use of data and assessment to identify children for targeted intervention and small group support.</p>	
--	--	---	--	--

			% Disadvantaged	% Non-Disadvantaged		
		National	51%	64%		
		EYFS (GLD)	62%	75%		
		Year 1	76%	77%		
		Year 2	70%	73%		
		Year 3	46%	64%		
		Year 4	73%	72%		
		Year 5	57%	67%		
		Year 6	63%	59%		

C) To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching

Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Improvement in attainment in English & maths. Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths >70% Reading >70%, Writing >70% and achieving Greater Depth will be >10%	Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI) 1:1 Teaching targeted Y5 & Y6 Targeted support by SENCO for SEND/PP Pupils	See Whole School Intervention Impact	Pupil voice indicates that children are able to approach tasks with increasing self-confidence and independence after receiving intervention In addition the school will continue to ensure that the needs of the pupils	Teaching Assistant Costs £78,482 Teaching Costs £13,507 Teaching Costs £10,599

	Daily Maths Intervention		are well matched to the interventions they access Teachers will develop and utilise accurate assessment through pre and post learning tasks and use this effectively to inform teaching and learning	
D) To ensure that SEND pupils make at least expected progress				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
SEN children make a least expected progress with a majority making more than expected progress.	1:1 and small group teaching for targeted SEN pupils	33.3% of SEN pupils achieved ARE in Reading 62.5% made expected progress and a further 8.9% made more than expected progress 31.1% of SEN pupils achieved ARE in Writing 70.2% made expected progress and a further 14% made more than expected progress 40% of SEN pupils	This shows an increase in pupils working at ARE in Maths with just a small decrease in reading and writing at ARE. This will need to be a focus in the next academic year. 9 children who joined the school during the academic year 2018-2019, had SEN needs, some significant and this is reflected in the ARE data.	Cost £31,392

		achieved ARE in Maths 54.4% made expected progress and a further 10.5% made more than expected progress	Use of pre/post learning tasks across year groups now enables teachers to address gaps in knowledge or correct misconceptions and develop the pupils ability to apply previously taught strategies independently.	
E) Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Improved questioning skills evident in all teaching and pupil questioning skills.	Lesson Study to further develop metacognition P4C Training Sapere – EEF	All staff have received further P4C training on developing thinking skills and have completed the second year of a 3 year programme funded by EDF. The school is working towards the P4C Silver award. Philosophy for Children has given the opportunity	School will enter the third year of the P4C programme. Staff have accessed CPD on thinking skills however this now needs to become embedded in all areas of the curriculum	Costs £1,500 Supply Cost £1,600

		<p>to reflect on, discuss and deepen their understanding of a range of topics.</p> <p>Children show real enjoyment in the P4C lessons and pupil voice indicates that the children feel that P4C shows them how they can have a different opinion to others and that all ideas and opinions are accepted.</p>		
F) Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being	Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement) Residential trips	<p>Pupil Questionnaires indicate that children felt proud to perform in front of an audience.</p> <p>Children in Year 5 have also had the opportunity to visit and perform with the Liverpool Philharmonic Orchestra.</p>	School will continue to offer a range of arts and music opportunities	<p>Music Projects Cost £7,600</p> <p>Arts and Drama Projects Costs £4,500</p> <p>After School Activities Costs £0</p> <p>Residential Trips Cost</p>

		They have collaborated with other catholic primary schools when singing at Sts. Peter and Paul's Catholic High School for their annual concert. This enabled them to build relationships with the Catholic High School. The children enjoyed performing in front of an audience. It enabled them to build confidence and see what is available to them in the future.		£2,485 estimated
G) Parents and carers are fully engaged with their child's learning				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Parents understand what their child is learning and how they can support them with this.	Extensive support for parents – EYFS Stay & Play, Y1 & 2 Inspire, KS2 Parent Workshop Achievement for All – structured conversations	Parents have an opportunity, termly to take part in the school's parent consultation group. This endeavours to enable all parents to feel fully engaged in school life and with their child's	Continue to build on the work within parent consultation group in order to gain the views of parents and take action as appropriate. School needs to ensure	Achievement for All – structured conversations Cost £1,500

		<p>learning.</p> <p>Termly Structured Conversations are in place for targeted families.</p> <p>Recent parent consultation questionnaires indicated that 98% of parents / carers felt that the school makes them aware of what their child will be learning during the school year.</p>	that it persists to engage families targeted for structured conversations.	
H) Develop pupils' social, emotional and mental health so they fully access all aspects of school life.				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.	<p>PASS - Pupil Attitudes to Self & School</p> <p>Toast & breakfast club</p> <p>Pupil Counsellor for identified pupils</p> <p>Learning mentor programme, SEALS &</p>	<p>Group consultation strategies discussed and implemented.</p> <p>PASS surveys indicate that some groups of pupils have low self-esteem and low self-regard of themselves as a learner.</p>	<p>Targeted pupils are demonstrating greater engagement during morning sessions, to support their needs at lunchtimes and during the afternoon.</p> <p>Continue to provide early nurturing and targeted</p>	<p>PASS - Pupil Attitudes to Self & School Cost £610</p> <p>Pupil Counsellor for identified pupils Costs £2,000</p>

	behaviour interventions Nurture Lunch Nurture Group	A pastoral team has been formed to provide support and engagement for the most vulnerable pupils. As there are a significant numbers of pupils with acute needs, the nurture programmes will be adapted to meet the needs of these children. Nurture lunchtimes have been introduced and 66% of pupils involved in this are demonstrating improved engagement.	interventions. Two Teaching Assistants will receive ELSA Training in the next academic year.	
I) Pupils across school who have poor communication, language and literacy skills from an early start				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing)	Speech and Language intervention	See Whole School Intervention Impact Pre learning of vocab is part of daily guided reading sessions including vocabulary relating to science / history and	Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage. In the Autumn Term, a	

		geography	<p>member of teaching staff attended oracy training and the actions from this, including the use of 'Speak It's' implemented by all staff across the curriculum.</p> <p>Staff have received further training on spoken language and this needs to become embedded as part of normal good practice</p>	
J) To reduce persistent absence for PPG children to ensure they are fully safe				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Attendance >= 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership	Ensure pupils attendance is good and safeguarding needs are met	<p>Overall attendance data 2018 – 2019 indicated that attendance was slightly below national averages.</p> <p>2018-2019 Disadvantaged pupils attendance 93.7%</p> <p>2018-2019 Disadvantaged pupils PA 60.1% (29pupils)</p>	<p>A pastoral team has been set up to address the needs of pupils who have PA.</p> <p>Increased hours of EWO</p>	Family Welfare and Liaison Officer Cost £14.000

K) Through the curriculum provide life experiences for pupils

Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Ensure that pupils are provided with breadth and balance within the curriculum	Class Trips	Parent consultation questionnaires completed at the end of the summer term 2019 indicate that 96% of parents feel that their child can take part in clubs and activities at school.	The curriculum has been enhanced through drama and arts experiences. The children took part in 'We're All Wonders' Arts Project School will continue to enhance the curriculum with well-planned visits and visitors in line with whole school overview.	Costs £1,000 estimated