

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

<u>Review of expenditure</u>				
Academic Year			2019 / 2020	
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	Weekly pre teaching of vocabulary during guided reading sessions by TA	<p>Due to partial school closure in Spring term, school were unable to administer NFER Reasoning test in this academic year.</p> <p>Pupils reasoning skills remain an area for further development to ensure further and sustained improvements in reading.</p>	<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>All staff have received further training on Shared and Guided Reading and have had consultant support with Guided Reading Planning.</p>	Costs £10,001.82
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	Cost

<p>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 2019 – July 2020 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils</p>	<p>Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)</p>	<p>No End Of Year Data was able to be produced due to school closure.</p> <p>End of Spring Term data:</p> <p>Reading The gap between Disadvantaged & non Disadvantaged has increased to 10.84%</p> <p>Writing The gap between Disadvantaged & non Disadvantaged has increased to 15.38%</p> <p>Maths The gap between Disadvantaged & non Disadvantaged has decreased to 15.81%</p> <p>% who were on track to achieve expected standard in reading writing and maths Spring</p>	<p>continue?)</p> <p>As a result of small group target teach, children grow in confidence and make rapid progress.</p> <p>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 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>	<p>Teaching Costs £43,902.80</p>
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		2020 (combined)				
			% Disadvantaged	% Non-Disadvantaged		
		National (2019)	51%	64%		
		Year 1	67%	76%		
		Year 2	62%	74%		
		Year 3	54%	70%		
		Year 4	55%	87%		
		Year 5	55%	77%		
		Year 6	60%	70%		

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	Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI) 1:1 Teaching targeted pupils Targeted support by	No End Of Year Data for intervention groups was able to be produced due to school closure as a result of Covid 19.	The school will continue to ensure that the needs of the pupils are well matched to the interventions they access Teachers will develop and utilise accurate assessment through pre	Daily pre teaching of maths Costs £10,001.82 Teaching Assistant Costs £50,008.96 1:1 Teaching targeted Y5 & Y6

will be >10%	SENCO for SEND/PP Pupils Daily pre teaching of maths		and post learning tasks and use this effectively to inform teaching and learning	Teaching Costs £7,066.80 Targeted support by SENCO for SEND/PP Pupils Teaching Costs £10,868.80
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	End of Spring Term data: 27% of SEN pupils were on track to achieve ARE in Reading 96% made expected progress and a further 11.5% made more than expected progress 20% of SEN pupils were on track to achieve ARE in Writing 93% made expected progress and a further 13% made more than expected progress	This shows small decreases in pupils on track to achieve ARE in reading, writing and Maths. This will need to be a focus in the next academic year. 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	1:1 and small group teaching for targeted SEN pupils Cost £14,824

		<p>34% of SEN pupils were on track to achieve ARE in Maths</p> <p>95% made expected progress and a further 22% made more than expected progress</p>	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.	<p>Lesson Study to further develop metacognition</p> <p>To provide appropriate training for P4C</p> <p>Achieve the P4C silver award</p>	<p>Staff have received further P4C Support and the school has achieved the P4C Silver award.</p> <p>Philosophy for Children has given the opportunity 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</p>	School will enter the next phase of the P4C programme in order to achieve the P4C Gold Award.	<p>Costs £1,500</p> <p>Cost £1,600</p>

		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.		
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	Y5 Pupils had the opportunity to perform for parents as part of a school coffee morning. Pupil voice indicates that children felt proud to perform in front of an audience. Children in Year 5 have also had the opportunity to visit and perform with the Liverpool Philharmonic Orchestra.	School will continue to offer a range of arts and music opportunities	Weekly Music lessons Y1-Y5 Cost £7,600 Arts and Drama Projects throughout the year for all year groups Costs £5,940 After School Activities TA Cost Ignite Zoo Project Cost £8000 CPD Cover Cost £4000 Ensure children have access to residential trips

				Cost £2,020
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.	To provide extensive support for parents through EYFS Stay & Play, Y1 & 2 Inspire and KS1 and 2 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 learning. Termly Structured Conversations are in place for targeted families. A family and Learner support strategy has been drawn up by the Headteacher, identifying barriers which are discussed and actions taken at weekly meetings. 'Coffee and catch up' has been established.	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 that it persists to engage families targeted for structured conversations. School need to continue to target specific families for 'Coffee and Catch up'	Achievement for All – structured conversations Cost included in Target Teaching

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>Pupil Counsellor for identified pupils</p> <p>Learning mentor programme, SEALS & behaviour interventions</p> <p>Nurture Lunch</p> <p>Nurture Group</p> <p>Family Breakfast / All children to receive a bagel at the start of the day</p>	<p>Group consultation strategies discussed and implemented.</p> <p>Due to partial school closure in Spring 2020, school were unable to complete PASS surveys with the children this academic year.</p> <p>A learner support team has continued to provide support and engagement for the most vulnerable pupils.</p> <p>As there are a significant numbers of pupils with acute needs, the nurture programmes will be adapted to meet the needs of these children.</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 interventions.</p> <p>Two Teaching Assistants received ELSA Training and will continue in the next academic year to take groups of children across a range of year groups.</p>	<p>PASS - Pupil Attitudes to Self & School Cost £610</p> <p>To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown Costs £3,600</p> <p>To provide Nurture Lunch and / or Nurture Group for identified children</p>

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)	To provide Speech and Language intervention	No End Of Year Data for intervention groups was able to be produced due to school closure as a result of Covid 19. Pre learning of vocab is part of daily guided reading sessions and Learning Challenge lessons including vocabulary relating to science / history and geography	Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.	
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 To reduce persistent absence for PPG children so that they make good	Due to partial school closure as a result of Covid 19 pandemic, attendance data is not available for 2019-20	A family and Learner support team, involving the EWO, has been established to address the needs of pupils who have PA.	Family Welfare and EWO Cost £18,752

	progress both educationally and socially		Increased hours of EWO	
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	Ensure all pupils can have access to class visits and visitors to enhance their life experiences	<p>Parent consultation questionnaires completed at the end of the summer term 2019 indicated that 96% of parents felt that their child can take part in clubs and activities at school.</p> <p>Due to Covid 19 pandemic and partial school closure, no school trips or visits were able to take place after February 2020.</p>	<p>The curriculum has been enhanced through drama and arts experiences. The children took part in HAPH Arts Project.</p> <p>School will continue to enhance the curriculum with well-planned visits and visitors in line with whole school overview.</p>	Costs £2,000