



**St. Basil's**

Catholic Primary School

'We love, learn and succeed together'

# **PUPIL PREMIUM STRATEGY STATEMENT 2019-20**

1. Summary Information					
School					
Academic Year	<b>2019/2020</b>	Total PP budget	£182,644	Dates of most recent PP review	January 2017
Total number of pupils	344 (October Census 2019)	Number of pupils eligible for PP	154 (October Census 2019)	Date for internal review of this strategy.	July 2020

2. Current attainment			
	PPG chn	other sch	Other Nat
% who achieved expected standard in reading writing and maths end of KS2 2019 (combined)	63%	59%	65%
% Expected standard in reading 2019	68%	65%	73%
% Expected standard in writing 2019	74%	78%	78%
% Expected standard in maths 2019	63%	77%	79%
% on track for expected standard on entry into Y6 in reading, writing and maths	55%	61%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A	Pupils have poor communication, spoken language and verbal reasoning skills
B	Some pupil premium children have fallen behind or at risk of falling behind in English and Maths, from their starting points.
C	Pupil premium children are making slower rates of progress and failing to achieve expected rates of progress than other pupils
D	There is a higher proportion of PP with SEND than non PP SEND
E	Effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are not fully embedded within Quality First Teaching
F	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school
G	School needs to further support and engage parents and carers with their child's learning
<b>External barriers</b> (issues which also requires action outside school, such as low attendance rates)	
H	Pupils may have social, emotional and mental health needs which prevent them from fully accessing the curriculum.

I	Pupils across school have poor communication, language and literacy skills from an early start
J	High percentage of pupil premium pupils with persistent absence or safeguarding needs
K	Pupils have limited life experiences

<b>4 Outcomes</b>		
	Desired outcomes and how they will be measured	Success Criteria
A	To develop communication, spoken language and verbal reasoning skills	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data
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'	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
C	To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching	Improvement in attainment in English & maths. Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths >70% Reading >70%, Writing >70% and and achieving Greater Depth will be >10%
D	To ensure that SEND pupils make at least expected progress	SEN children make a least expected progress with a majority making more than expected progress.
E	Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching	Improved questioning skills evident in all teaching and pupil questioning skills.
F	Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)	Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being
G	Parents and carers are fully engaged with their child's learning	Parents understand what their child is learning and how they can support them with this.
H	Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	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.
I	Pupils across school who have poor communication, language and literacy skills from an early start	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing)
J	To reduce persistent absence for PPG children so that they make good progress both educationally and socially	Attendance >= 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership
K	Through the curriculum provide life experiences for pupils	Ensure that pupils are provided with breadth and balance within the curriculum

<b>5 Planned expenditure</b>					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school targets.					
<b>i Quality teaching for all</b>					
Action	Intended Outcome	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Weekly pre teaching of vocabulary during guided reading sessions by TA  <b>Costs £10,001.82</b>	A. To develop communication, spoken language and verbal reasoning skills	Sutton Trust Oral language interventions 5+ months	Teaching staff questionnaires Monitoring of spoken language / vocabulary activities Intervention evaluations	AS (HT)/JO'D (DHT)/ NJ(AHT)	Termly July 2020
Daily pre teaching of maths	C. To raise attainment and accelerate pupil progress in English	Sutton Trust Small group tuition 4+ months;	Intervention evaluations Pupil progress data reviewed termly at PPM's	AS (HT)/JO'D (DHT)/NJ(AHT)	Review of identified pupils at termly PPM's

<b>Costs</b> £10,001.82	(Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching		TA monitoring of pupil voice SL Monitoring	Maths Curriculum Team (JOD / RS)	
Lesson Study to further develop metacognition  <b>Costs</b> £1,500  To provide appropriate training for P4C  <b>Cost</b> £1,600	E. Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching  Achieve the P4C silver award	Sutton Trust Feedback 8+ months progress Sutton Trust Meta cognition & self-regulation 8+ months progress	Coaching Pairs, Lesson observations, team evaluations and action plans	AS (HT) JOD (DHT)	July 2020 but with monitoring throughout the year
Weekly Music lessons Y1-Y5 <b>Cost</b> £7,600  Arts and Drama Projects throughout the year for all year groups <b>Costs</b> £5,940  After School Activities <b>TA Cost</b>  Ignite Zoo Project <b>Cost</b> £8000 <b>CPD Cover Cost</b>	F. Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)	Sutton Trust Arts participation 2+ months progress	Pupil questionnaires - attitudes & dispositions to learning Pupil Progress Data	NJ (AHT) - Curriculum Team Leader MB - Music SL NJ - Art SL	July 2020 but with monitoring throughout the year
		Increased involvement and commitment in school life	Pupil questionnaires - attitudes & dispositions to learning Pupil Progress Data	JO'D (DHT) Pupil Premium Leader	Termly reviews at PPM's After school club attendance data
		Increased engagement in curriculum	Pupil questionnaires - attitudes & dispositions to learning Pupil Progress Data	AS (HT)/JO'D (DHT)/ NJ(AHT) Phase / Curriculum Teams	July 2020 but with monitoring throughout the year

<b>£4000</b>					
PASS - Pupil Attitudes to Self & School <b>Cost £610</b>	H. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Accurate and clear understanding of pupil's attitudes and dispositions	Online survey with individual pupil progress meetings	JO'D (DHT) Pupil Premium Leader	Spring term reviews at PPM's July 2020
Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth) <b>Teaching Costs £43,902.80</b>	B. To improve outcomes for PPG pupils so that attainment is in line with Age Related Expectations (ARE) nationally through target teaching 'Target Groups'	Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months;	Intervention monitoring JO'D (DHT) Pupil progress data reviewed termly at PPM's	AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & identification of pupils
Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI) <b>Teaching Assistant Costs £50,008.96</b>	C. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching	Talk Boost: Better readers : Reading age 12+ months, Comprehension age 5+ months	Intervention monitoring HMCC SENCo & JO'D (DHT) Intervention evaluations (CT/TA's) Pupil Voice (TA's) Pupil progress data reviewed termly at PPM's	HMCC (SENCo)  AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & identification of pupils
Ensure all pupils can have access to class visits and visitors to enhance their life experiences <b>Costs £2,000</b>	K. Through the curriculum provide life experiences for pupils	Sutton Toolkit Outdoor Education 3+ months progress	Pupil questionnaires Parent questionnaires	AS (HT)/JO'D (DHT)/NJ(AHT)	July 2020 but with monitoring throughout the year

			<b>Total budget cost</b>	<b>145,165.40</b>	
<b>ii Targeted support</b>					
Action	Intended Outcome	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 Teaching targeted Y5 & Y6 <b>Teaching Costs £7,066.80</b>  Targeted support by SENCO for SEND/PP Pupils <b>Teaching Costs £10,868.80</b>	C. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions	Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months	Intervention monitoring HMCC SENCo & JO'D (DHT) Intervention evaluations (CT/TA's) Pupil progress data reviewed termly at PPM's	HMCC (SENCo)  AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & identification of pupils
1:1 and small group teaching for targeted SEN pupils <b>Cost £14,824</b>	D. To ensure that SEND pupils make at least expected progress	Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months	Intervention monitoring HMCC SENCo & JO'D (DHT) Intervention evaluations (CT/TA's) Pupil progress data reviewed termly at PPM's	AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & identification of pupils
To provide Speech and Language intervention	I. Pupils across school who have poor communication, language and literacy skills from an early start	Sutton Toolkit Oral Language Intervention 5+ months progress	Intervention monitoring HMCC (SENCo) & JO'D (DHT) Intervention evaluations (CT/TA's) Pupil progress data reviewed termly at PPM's	HMCC (SENCo)  AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & support plans reviews if appropriate

Ensure pupils attendance is good and safeguarding needs are met <b>Family Welfare and EWO Cost £18,752</b>	J. To reduce persistent absence for PPG children so that they make good progress both educationally and socially	To reduce persistence and overall absence rates. To ensure that pupils are safe and safeguarding needs are met	Punctuality & attendance monitoring Pastoral Team Meetings	AS (HT) and Family Welfare & Liaison Officer	Half termly attendance monitoring Weekly HT/Welfare Officer supervision
			<b>Total budget cost</b>	<b>£82,903.60</b>	
<b>iii Other approaches</b>					
Action	Intended Outcomes	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Family Breakfast / All children to receive a bagel at the start of the day <b>Cost</b>	H. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Pupils make a positive start to the day	Monitoring by HT	AS (HT)	On going
Ensure children have access to residential trips <b>Cost £2,020</b>	F. Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)	Sutton Toolkit Outdoor Education 3+ months progress	Parent questionnaires pre & post visits Parent interviews Pupil progress data reviewed termly at PPM's	AS (HT)/JO'D (DHT)/NJ(AHT)	Termly review at PPM's & identification of pupils
To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown	H. Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Sutton Toolkit Behaviour Interventions 4+ months	Pupil progress data reviewed termly at PPM's Intervention monitoring HMCC (SENCo) & JO'D (DHT) Intervention evaluations (CT/TA's)	HMCC (SENCo) AS (HT)/JO'D (DHT)/NJ(AHT) Pastoral Team	Termly review at PPM's & support plans reviews if appropriate

<b>Costs £3,600</b> To provide Nurture Lunch and / or Nurture Group for identified children					
To provide extensive support for parents through EYFS Stay & Play, Y1 & 2 Inspire and KS1 and 2 Parent Workshop  Achievement for All – structured conversations <b>Cost included in Target Teaching</b>	G. Parents and carers are fully engaged with their child's learning	Sutton Trust Parental Involvement 3+ months	Parent questionnaires - parent consultations, workshop evaluations RAG ratings Parent Consultation Group  AfA structured conversation meetings	AS (HT)/JO'D (DHT)/NJ(AHT)	July 2020 but with on-going evaluation
			<b>Total budget cost</b>	<b>£5620</b>	

**Total – £233,689**