



## Pupil premium strategy statement: St Elizabeth's Catholic Primary 2019 - 2021

1. Summary information					
<b>School</b>	St Elizabeth's Catholic Primary				
<b>Academic Year</b>	2019/21	<b>Total PP budget</b>	£17,318	<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	June 2020
2. Current attainment					
Key Stage 2 Results July 2019			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving national standard or above in reading, writing and maths</b>			93%	87%	
<b>% achieving national standard or above in reading.</b>			100%	97%	
<b>% achieving national standard or above in writing</b>			100%	100%	
<b>% achieving national standard or above in maths</b>			100%	100%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability) ←					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Written language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.				
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.				
<b>C.</b>	PP children have less access to music and sports provision, trips, enriched curriculum, IT and Kidzone club. PP resources will address this by funding this provision for PP children.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. One child (Y6) persistent absence.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	

<b>A.</b>	Improve written language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP. Measure by achieving in depth targets.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 92% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2019/21				
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.					
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	When will you review implementation?
A. Improved written language skills in Reception  B. Improved progress for high attaining pupils	Staff training on high quality feedback.  Staff training on developing writing for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	EYFS leader/Head	March 2020
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	English lead	Feb 2020
<b>Total budgeted cost</b>					£10,700
ii. Targeted support					
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?
A. Improved written language skills in reception  B. Improved progress for high attaining pupils	small group provision for children in Reception.	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers	Jan 2020

B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2020
C Continue Therapeutic stories programme	Sessions when appropriate especially for children in Y3 and 4 .	To provide nurture to PP children for them to better understand a range of feelings and make sense of them.	Trained staff in delivering the programme + further invest in resources.	TAs SEN coordinator/ Head/Y3/4 teachers.	Feb 20 review.
<b>Total budgeted cost</b>					£6618
<b>iii. 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>
D. Increased attendance rates	. First day response provision. DH + EH	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Target persistent absentees.	Pupil Premium Coordinator	March 2020
Support PP children through a range of extra activities	Support school trips, music provision , Kidzone ( as necessary) Sports provision and clubs. Technology allocation	PP children often disadvantaged by not attending sports clubs, music provision, trips etc. We do not allow this to happen and provide a budget to access all the activities.	Consult with PE coordinator / teachers /Kidzone to ensure all PP children have access.	Head/ Kidzone	Feb 20
<b>Total budgeted cost</b>					£17,318

6. Review of expenditure				
Previous Academic Year 2018/19		£16,665		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Improve attainment	Increase TA support	Increased Ta support for all PP children boosted their attainment levels. 97% of children at KS2 achieved the national standard in English reading. 100% for Maths, Writing and SPAG.	Continue to provide this support throughout the school.	£6300
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Develop the use of therapeutic stories	Workshops to deliver Therapeutic stories.	Yes 3 children benefitted from this programme.	Continue to use and expand next year especially in Y4	£4,165
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support PP children through a range of extra activities including IT access.	Kidzone Sports and music accessible	Support school trips, music provision , Kidzone ( as necessary) Sports provision clubs. Technology allocation	PP children accessed all school trips, developed their music and accessed, Kidzone ( as necessary) I pads supported use of IT at home.	£6,200
7. Additional detail				
In addition to using our PP allowance, St Elizabeth's also supports children who are in need for other reasons than they are PP children for example through parents splitting up, losing jobs, family bereavements (NW) etc. Extra funding is made available so that no child suffers.				