

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Our Lady of the Angels Catholic Primary School				
Academic Year	2019-20	Total PP budget	£66940	Date of most recent PP Review	TBA
Total number of pupils	177	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Jan 2020

2. Current attainment (July 2019)

Year Group	Subject	Current Exp		National Exp	Current GD		National GD
		All	PP	All	All	PP	All
Y6	Reading	67.0%	67%	73.0%	24.0%	0.0%	27.0%
	Writing	62.0%	33.0%	78.0%	14.0%	0.0%	20.0%
	Maths	67.0%	33.0%	79.0%	24.0%	0.0%	27.0%
	Combined	62.0%	33.0%	64.0%	5.0%	0.0%	11.0%
Y5	Reading	64.0%	54.5%	73.0%	32.0%	27.3%	27.0%
	Writing	44.0%	36.4%	78.0%	0.0%	0.0%	20.0%
	Maths	60.0%	45.5%	79.0%	32.0%	27.3%	27.0%
	Combined	44.0%	36.4%	64.0%	0.0%	0.0%	11.0%
Y4	Reading	65.6%	33.3%	73.0%	28.1%	13.3%	27.0%
	Writing	62.5%	33.3%	78.0%	15.6%	6.7%	20.0%
	Maths	62.5%	26.7%	79.0%	25.0%	13.3%	27.0%
	Combined	56.3%	20.0%	64.0%	12.5%	6.7%	11.0%
Y3	Reading	56.3%	40.0%	73.0%	6.3%	0.0%	27.0%
	Writing	50.0%	20.0%	78.0%	0.0%	0.0%	20.0%

	Maths	43.8%	40.0%	79.0%	12.5%	0.0%	27.0%
	Combined	43.8%	20.0%	64.0%	0.0%	0.0%	11.0%
Y2	Reading	70.0%	66.7%	73.0%	33.3%	41.7%	27.0%
	Writing	66.7%	66.7%	78.0%	10.0%	0.0%	20.0%
	Maths	66.7%	66.7%	79.0%	16.7%	8.3%	27.0%
	Combined	60.0%	58.3%	64.0%	6.7%	0.0%	11.0%
	Phonics retake	93.0%	100.0%	92.0%			
Y1	Reading	69.6%	45.5%	73.0%	26.1%	18.2%	27.0%
	Writing	65.2%	36.4%	78.0%	8.7%	9.1%	20.0%
	Maths	65.2%	45.5%	79.0%	21.7%	18.2%	27.0%
	Combined	60.9%	36.4%	64.0%	4.3%	9.1%	11.0%
	Phonics	87.0%	73.0%	81.0%			
R	Literacy	48.3%	31.0%	73.4%	3.0%	0.0%	10.0%
	Maths	51.7%	37.0%	71.0%	5.0%	7.0%	13.0%
	GLD	48.3%	29.0%	71.8%			

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Children's additional learning needs, such as: special educational needs, low oral language skills, poor retention of information and lack of practice opportunities
B.	Children have low aspiration, resilience and motivation and subsequently poor engagement with learning
C.	Undiagnosed mental health issues, low confidence and self-esteem

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Low attendance rates and high proportion of persistent absenteeism
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> Quality first teaching ensures that the needs of all individuals are met through strategic planning. Developed teacher knowledge and tailored intervention ensures that all children have the opportunity to become competent readers. Children will be taught specific strategies for developing their vocabulary and retaining information. Teachers will have a better understanding of how to deliver Mastery in Maths across the school. Early Years provision will provide the best possible environment for children to develop their vocabulary and early metacognitive skills to ensure they make the best possible start to their education. 	The gap between the proportion of PP children achieving ARE & GD in Reading, Writing & Maths and 'all' children will be diminished.
B.	<ul style="list-style-type: none"> Quality feedback to pupils will develop learner's motivation, resilience and aspiration to achieve, through understanding and achieving the next steps for learning. In turn this leads to some PP children aspiring to achieve GD in Reading, Writing & Maths. All children in receipt of PP will attend trips and residential visits to enhance their cultural capital and inspire their learning. 	<p>An increased proportion of children achieve GD in Reading, Writing & Maths.</p> <p>Most PP children (without SEN) will achieve ARE+ in Science, PE, Design & Technology, IT, History, Geography, Art and Music.</p>
C.	<ul style="list-style-type: none"> Children have strategies to improve their own mental health. Children that are identified as needing THRIVE support make strong progress. 	<p>All children are better able to access their learning potential without mental health and well-being barriers.</p> <p>Teacher's report less learning time lost to dealing with 'issues' in class.</p>
D.	<ul style="list-style-type: none"> Parents and carers understand the importance of their children attending school and are supported to achieve this. 	The number of persistent absentees and the frequency of their absence is reduced.

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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
Focus on improving the quality of general teaching as detailed on CPD planner	Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	At least one child in each year group who went into the year group below ARE went on to achieve ARE in at least two of Reading, Writing or Maths with the exception of Y3 and Y6 that both had too small a group for their data to be significant.	Improvements in quality first teaching and staffing stability have unquestionably had a positive impact across the school.	£21222
Focus on PP children in marking and pre teaching	Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	As above	Having a focus on PP children has worked well across the school. This is easy to do, and we will carry on with this during monitoring activity.	
A new curriculum has been designed and implemented by teachers	The school's curriculum & provision inspires, motivates and supports children to engage in their learning	Lessons under the new curriculum are becoming far more engaging. On learning walks the children have shown a much higher level of engagement.	We anticipate our curriculum work will continue to improve as we work our way through a two year rolling programme of termly topics.	£5210

Purchase new reading resources to support the development of reading (RWI & Accelerated Reader programme)	Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	These resources have supported a huge improvements in reading since the beginning of the year. We also achieved our best ever Phonics result with 73% of our Y1 PP children passing the screening this year (87%) overall. % of children at ARE in KS1 for reading increased by 9% to 70%, with 10% more at GD.	Continue using these schemes – should see cumulative effect in coming years.	£11153
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ii. Targeted support

Action	Intended outcome	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
FT Pastoral Support Worker appointed to deliver THRIVE programme	The school' curriculum & provision inspires, motivates and supports children to engage in their learning	Most children that have attended THRIVE have made significant progress within their emotional and social learning.	This is a crucial element of the school's provision.	£17000
Implement Oral language screening and Intervention	Develop teaching to maximise pupil outcomes in Reading, Writing and Maths	All children in Reception were screened and this enabled us to put intervention in place where needed. It is difficult to measure the impact of this.	We will continue with this next year.	£4500

iii. Other approaches

Action	Intended outcome	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
School to pay for FSM children to attend residential for free.	School policy ensures that all children can access learning and are not prevented from doing so by social deprivation factors.	All PP children attended a residential visit last year.	The programme of residentials went extremely well. Most notable was the trip to Cardiff where a number of pupils were very surprised to hear they were in a different country! The programme will continue next year.	£3750
Buy in to SWFV to manage attendance.	Attendance increases for the PP group and the number of late arrivals.		It was felt that SWFV were not as able to build up trusting relationships with parents in the same way as school staff and that this limited their impact. This will therefore be managed 'in- house' next year.	£2340
6. Planned expenditure				
Academic year	2019-20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> CPD for staff will develop their understanding of the importance of the development of Early reading skills and provide strategies for managing this. 	Developed teacher knowledge and tailored intervention ensures that all children have the opportunity to become competent readers.	Ofsted: New framework training materials Summer 2019	HT to monitor by regularly hearing a random sample of readers.	SH	
<ul style="list-style-type: none"> SENCO to support headteacher during Pupil Progress meetings with teachers. 	Quality first teaching ensures that the needs of all individuals are met through strategic planning.	Joined up leadership will have a greater impact on the quality of provision through clearly documented plan, do, review approach	PPM notes and follow up meetings to be joined up with monitoring activities.	AH/TC	
<ul style="list-style-type: none"> All staff to take part in Precision Teaching research project led by the EP. 	Children will be taught specific strategies for developing their vocabulary and retaining information.	EEF Metacognition +8 months	Staff will record the progress that PP children make to be shared with SLT.	AH	
<ul style="list-style-type: none"> CPD for staff to develop and implement the use of knowledge organisers in class. 		EEF Metacognition +8 months	Staff will track the individual progress of PP children through low stake high challenge testing.	Phase Leaders SH/KD	
<ul style="list-style-type: none"> CPD for staff on reducing the working memory load by providing vocabulary support. Literacy leader to attend Devon Vocabulary Project. 		EEF Metacognition +8 months	Learning walks and drop-ins should evidence an increased focus on vocabulary across the school.	SH	

<ul style="list-style-type: none"> Staff to take part in the Teaching for Mastery Programme (TfM) and then disseminate to all staff. 	Teachers will have a better understanding of how to deliver Mastery in Maths across the school.	<p>Cornwall and West Devon Maths Hub: Teaching for Mastery project.</p> <p>EEF Mastery Learning +5 months</p>	Project evaluation and impact on data.	KD/SH	
<ul style="list-style-type: none"> EY leader to work with staff in the EY provision to develop strategies 	Early Years provision will provide the best possible environment for children to develop their vocabulary and early metacognitive skills to ensure they make the best possible start to their education.	<p>EEF Metacognition +8 months</p> <p>Oral Language Intervention +5 months</p>	<p>Drop-ins for evidence of impact</p> <p>Similar proportions of PP children as non-PP children achieve a GLD and this is broadly in line or more than the local (Torbay) average(70.8%)</p>	LS	
<ul style="list-style-type: none"> Staff training focus (IRIS) on giving feedback to learners as per Visible Learning Feedback (John Hattie & Shirley Clarke) 	Quality feedback to pupils will develop learner's motivation, resilience and aspiration to achieve, through understanding and achieving the next steps for learning. In turn this leads to some PP children aspiring to achieve GD in Reading, Writing & Maths.	<p>EEF – Feedback +8 months</p> <p>Work of John Hattie</p>	Pupil conferencing and PPMS evidence this transformation.	AH	
Total budgeted cost					£23940

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading intervention for fluency, decoding and/or comprehension such as Nessy, Paired Reading, and Precision Teaching is delivered for those that are not achieving ARE.	Quality first teaching ensures that the needs of all individuals are met through strategic planning.	EEF: Phonics +4 months and Reading Comprehension +6 months	This will be monitored by the Literacy leader	SH	
Offer free trips to families with children on FSM. Liaise with other families where need to provide additional financial support where needed.	All children in receipt of PP will attend trips and residential visits to enhance their cultural capital and inspire their learning.	Ofsted: New framework training materials Summer 2019	When finance is no longer a barrier to children attending trips and residential visits.	AH	
School continues with work towards the Mental Health Award.	Children have strategies to improve their own mental health.	EEF Social & Emotional Learning +4 months	The school will achieve the Carnegie Mental Health Award.	KD	
Thrive practitioner delivers Thrive programme	Children that are identified as needing THRIVE support make strong progress.	EEF Social & Emotional Learning +4 months	To be QA by SENCO	TC	
Total budgeted cost					£40000
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance officer and HT to meet fortnightly to discuss attendance and take actions such as letters, invitations to meetings etc. with a view to improving attendance.	Parents and carers understand the importance of their children attending school and are supported to achieve this.	The school previously worked with an external agency to provide this service however we have found that doing this work ourselves has built better and more relationship with parents which has resulted in better outcomes to date.	No. of persistent absentees and frequency of their absence will fall.	AH	
Total budgeted cost					£3000
7. Additional detail					

