

Our Lady of Good Help Catholic Primary School -Pupil Premium Strategy Statement

1. Summary information					
School	Our Lady of Good Help Primary School				
Academic Year	2018/19	Total PP budget	58	Date of most recent PP Review	n/a
Total number of pupils	140	Number of pupils eligible for PP	£96,340	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	58%	65%
% making progress in reading	82.8%	95.2%
% making progress in writing	84.5%	92.1%
% making progress in maths	87.9%	87.9%

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>)	
A.	Language – approximately 20% of our pupil premium pupils have English as an Additional Language
B.	Low self-esteem and academic motivation
C.	Limited life experiences and vocabulary.
D.	Lack of parental engagement with school and children’s learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance – approximately 60% of our PA pupils are in receipt of pupil premium

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Rates of progress of EAL pupils in receipt of pupil premium is accelerated leading to improved levels of attainment. Engage with EMTAS for CPD and support. Develop expertise of teachers and support staff.	Rates of progress for eligible pupils with EAL accelerates and the gap between them and non EAL pupils closes in reading, writing and mathematics. A greater proportion (45%) of EAL pupils who are in receipt of pupil premium reach the expected standard in reading, writing and mathematics.

		Staff are more confident in meeting the needs of EAL pupils
B.	Improved attainment through interventions in reading, writing and maths combined. The gap between RWM combined for pp children and national is reduced.	The gap between RWM combined for pp children and national is reduced with their progress and attainment being in line with the national average for all pupils.
C.	Children's writing and reading reflects the children's widening experiences and their increased vocabulary.	The children's ability to access a wider vocabulary developed through experiences given to the children by the school allows the children to read and understand more challenging texts. They are also able to use such vocabulary to write more interesting and varied sentences. Improvements in pupils progress and attainment in reading and writing so that they are in line with national averages.
D.	Greater attendance at workshops, parent evenings and stay and play sessions. Greater support for reading at home and homework is achieved. Improvements to pupil attendance.	Learning in school is supported at home. Parents take a greater interest in their children's learning. Increased levels of engagement with home reading and homework. Improvements in rates of progress and attainment in reading, writing and mathematics.
E.	Improved attendance for targeted children.	Fewer children with pp in PA status and improved attendance for those others. Attendance % to be at least in line with national results for this group of pupils.

5. Planned expenditure

Academic year

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?
<p>Improved rates of progress and attainment in reading for pp children.</p> <p>At the end of KS1 the target for pp reaching the expected standard is 71.4% and 21.4% at GDS.</p> <p>At the end of KS2 the target for pp reaching the expected standard is 91.7% and 25% exceeding.</p>	<p>Targeted guided reading groups.</p> <p>Continued investment in reading books – especially books with appropriate levels of challenge, engaging content and balance of fiction/non-fiction.</p> <p>Further whole staff training on guided reading delivery and improving rates of progress.</p>	<p>Scaled score of KS2 pupils eligible for pp have been below national average.</p> <p>At KS1 fewer disadvantaged pupils achieved the expected standard and the higher standard in reading when compared to national with 13% reaching the higher standard compared to 28%.</p>	<p>Analysis of termly data by vulnerable group.</p> <p>Whole school monitoring by SLT and subject leader.</p>	<p>HT and English Lead</p>	<p>The impact of this intervention will be reviewed termly in conjunction with pupil progress meetings.</p>

<p>Improved rates of progress and attainment in writing for pp children</p> <p>At the end of KS1 the target for pp reaching the expected standard is 71.4% and 7.1% at GDS.</p> <p>At the end of KS2 the target for pp reaching the expected standard is 83.3% and 16.7% exceeding.</p>	<p>Further teaching and learning resources to support the newly implement approach to writing.</p> <p>Coaching and in class support for teachers.</p>	<p>In school gap between the rates of progress and attainment of pupil premium and non-pupil premium children at both Key Stage 1 and Key Stage 2, particularly those who achieve the higher standard.</p>	<p>Analysis of termly data by vulnerable group.</p> <p>Whole school monitoring by SLT and subject leader including lesson observations and book scrutiny.</p> <p>Cross school moderation.</p>	<p>HT and English Lead</p>	<p>The impact of this intervention will be reviewed termly in conjunction with pupil progress meetings.</p>
Total budgeted cost					£30,000

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?
<p>Improvements to the rates of progress and the percentage of children to achieve expected and above in RWM combined.</p> <p>At the end of KS1 the target for pp reaching the expected standard is 71.4% and 7.1% at GDS.</p> <p>At the end of KS2 the target for pp reaching the expected standard is 83.3% and 8.3% exceeding.</p>	<p>Following detailed analysis of assessment information targeted intervention work in the specific areas that children may be under achieving in.</p>	<p>At KS2 the percentage of disadvantaged children who reached the expected standard in RWM combined was below that of non-pupil premium children in school and also all children nationally. Small group or 1:1 targeted support is continued to be used due to the success secured by this approach last year.</p>	<p>Tracking of children's progress and attainment in all three areas of reading, writing and mathematics.</p> <p>Monitoring of any interventions that are being used by senior leaders and external support.</p>	HT	<p>The impact of this intervention will be reviewed termly in conjunction with pupil progress meetings and schools monitoring systems.</p>
<p>Improved attendance for pp children with PA status intervention</p>	<p>Analysis of attendance data, Intervention and support by the attendance officer and HT, early intervention parent meetings, EWO</p>	<p>Analysis of school attendance data. Effective practice from previous years.</p>	<p>Tracking of the children's attendance and school assessment data.</p>	HT and Attendance Officer	<p>Data is reviewed weekly and fed to Pupil Wellbeing Committee termly</p>
Total budgeted cost					£60,000
iii. Other approaches					
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?

<p>Access to a wider, broader and enriched curriculum aimed at meeting the children's specific needs.</p>	<p>New foundation curriculum designed, implemented and reviewed.</p>	<p>School monitoring shows that the foundation curriculum, although in place and generally working well, would benefit from further development in order to be completely fit for purpose and meet the pupil's specific needs.</p>	<p>Whole school monitoring process by SLT and subject leaders, including lesson observations, planning and book scrutiny, pupil voice and environment learning walks,</p>	<p>HT and Curriculum leads</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£6000</p>