

Pupil premium Strategy Statement Abbey Catholic Primary School 2019/2020

1. Summary information					
School	Abbey Catholic Primary School				
Academic Year	2019/20	Total PP budget	£100,320	Date of most recent PP Review	July 2019
Total number of pupils	420	Number of pupils eligible for PP	76	Date for next internal review of this strategy	December 2019

2. Current attainment KS2 – 2018-19 (15 chn)		
	<i>Pupils eligible for PP</i>	<i>National average – 2018/19 Provisional (Non-Disadvantaged figures not available as of 13th December 2019)</i>
% achieving in reading, writing and maths	57% (7% GD)	71% (13% GD)
% achieving expected standard in Reading	57% (29% GD)	78% (31% GD)
% achieving expected standard in Writing	93% (29% GD)	83% (24% GD)
% achieving expected standard in Maths	86% (36% GD)	84% (32% GD)
Average progress in Reading	0.47	0.32
Average progress in Writing	3.82	0.27
Average progress in Maths	2.62	0.37
Current attainment KS1 – 2018/19 (8 pupils)		
	<i>Pupils eligible for PP</i>	<i>National average – Non-Disadvantaged Pupils</i>
% achieving expected standard in Reading	63% (29% GD)	78% (28% GD)
% achieving expected standard in Writing	63% (14% GD)	73% (17% GD)
% achieving expected standard in Maths	88% (29% GD)	79% (24% GD)

1. 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.	Limited Progress of PP children in KS2 Reading.
B.	Limited Attainment of PP children in Writing in KS1.
C.	Poor PSED, CL and PD skills of PP children compared to peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of engagement with extra-curricular activities.
E.	Lack of opportunities for reading for PP children outside of normal school ours.
F.	Lack of parental support due to poor literacy and numeracy skills of some PP children

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Closing the gap between PP and others nationally in Reading, Writing and Maths through quality first teaching, real life experiences and a broad and balanced curriculum in both KS1 and KS2.	The difference between the proportion of PP achieving expected standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2017-18. Maintain increased number of PP children attaining Greater Depth in all areas in KS2 and KS1. Quality first teaching occurs in all classes - monitored by Phase Leaders and Subject leaders on learning walks, through Lesson Observations, Pupil Progress meetings and book scrutinies.
B.	Close the gap between PP and non-PP children in PSED, CL and PD skills in Early Years. All children successfully achieving basic communication skills within the first year of school.	At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs (<i>National Pass rate for 2017-18</i>) At least 82% phonics pass rate at the end of Year 1 for all PP children. (<i>National Pass rate for 2017-18</i>)
C.	Attendance of PP will be in line with non-PP children and above the national average.	Attendance of PP to will be in line with Non-PP children and above the national average. (<i>National average 95.7% for 2017-18</i>) Persistent Absence rates for PP is below the National Average of 10.1% in Primary schools (<i>2017-18</i>)

N.B. Persistent absence is classified as missing more than 10% of possible sessions.

3. Review of expenditure				
Previous Academic Year		2018/19		
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 (and whether you will continue with this approach)	Cost
82% PP children pass the Phonic screening check. 100% by Year 2. 79% PP children reach expected standard in KS1.	Read Write Inc setting across EYFS and KS1.	100% of PP children passed the Phonic screening check and 100% of PP children in Year 2. Education Endowment Foundation. Early Interventions +5.	Targeted support from Phonic manager has ensured that all children made accelerated progress. 1-to-1s, group work and the phonic programme effectively supports the acquisition of reading skills at an early age.	£16,492.33
PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.	Shakespeare Schools Festival	No measureable impact, this is part of Abbey Catholic Primary schools commitment to provide all children with a holistic education centred around Christ. Education Endowment Foundation. Art Participation +2.	To be continued 2019/20	£433.07

At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs	Wellcomm initiative	100% of PP children in Reception reached at least the Expected standard in all Communication and Language Early Learning Goals Education Endowment Foundation. Oral Language interventions +5.	Wellcomm initiative is having a continued impact on Communication and Language outcomes. To further support this the Primary Wellcomm toolkit will be purchased and be rolled out to support those in KS1 and KS2.	£6,352.75
Increase participation in basic skills based homework schemes.	Subscriptions to online basic skills homework schemes. SATscompanion Timestables Rockstars Spelling Shed	Education Endowment Foundation. Parental Engagement +3 Homework +2 Digital Technology +4	Following consultation with all stakeholders homework now focuses on core skills. Utilising online resources all children have regular opportunities to improve these skills both in school and out of school. Clear evidence of substantial improvement in Times Table recall following the roll-out of TT Rock Stars. Our Maths lead will continue to monitor this during 2019/20 to further improve arithmetic skills.	£499 £50 £100
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 (and whether you will continue with this approach)	Cost
Gaps in learning are quickly identified and addressed so that children make continual progress.	20 day challenges.	Education Endowment Foundation. Individualised Instruction. +3. KS2 SATs results 2018/19 showed that continual targeted of weaknesses supported positive outcomes for PP children.	To ensure that 20 day challenges are being used effectively a shift in expectations will be rolled out for 2019/20. Every child to receive at least one 20 day challenge each term rather than 2 every 20 days.	£48,582.69
HLTA to support interventions in Maths and English across KS2.	Literacy and Numeracy intervention.	Education Endowment Foundation. Small Group tuition. +4	Effective use of time. Investment in staffing and CPD will be explored to create two intervention teams. English and Maths.	£4891.65
Develop problem solving and financial awareness.	Keep on Squirrelling – financial education programme.	Limited impact. Children showed a basic understanding of financial management but application was unclear.	This programme will not be continued. Learning will be covered through Money week, a now established Maths week in school.	£2178

		Education endowment foundation. Metacognition and self-regulation. +7		
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
Improved attendance and punctuality for PP children with low attendance.	Breakfast club. Attendance initiative.	Fortnightly meetings between Attendance officer and Deputy Head Teacher to discuss trends in punctuality and attendance trends. Regular actioning of agreed responses to on-going concerns documented through CPOMs system. Termly attendance challenges set by Deputy Head teacher encouraged those at risk of being classified as 'Persistently absent' to improve attendance. Improved attendance and increased numbers of PP children starting school on time. Education Endowment Foundation. Extending school time. +2	Attendance of PP children for 2018/19 was 96.3% this is classified as 'Good Attendance' and is above the National average. Initiatives to continue 2018/19. Attendance officer and Deputy Head to Safeguarding briefing with focus on attendance.	£5999.36
Remove barriers to develop love of reading and regular opportunities to access high-quality		Education Endowment Foundation. Small Group Tuition. +4	Book club and targeting of Pupil Premium children for opportunities have had unquantifiable impact. These opportunities will continue 2019/20	£77

4. Planned expenditure					
Academic year	2019/20				
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?
82% PP children pass the Phonic screening check. 100% by Year 2. 79% PP children reach expected standard in KS1.	Read Write Inc setting across EYFS and KS1.	Education Endowment Foundation. Early Interventions +5.	Half termly progress reports. External moderation from RWI advisor.	RWI lead £16,500	Half termly. RWI lead to assess all children and adjust setting and organise 1-to-1 interventions.
PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.	Shakespeare Schools Festival	Education Endowment Foundation. Art Participation +2.	Workshops and staff training. Regular rehearsals and feedback from senior leadership team.	Y6 team. £450	Yearly. KISS strategy used each year to review implementation of School Shakespeare festival.
At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs	Wellcomm initiative Purchase Wellcomm Primary	Education Endowment Foundation. Oral Language interventions +5.	Half termly progress reports. CPD of Speech and Language lead. External support from a Speech and Language Therapist.	Speech and Language lead. £7,000	Half termly. Speech and Language lead, working with an external advisor reviews all children's progress.
Increase participation in basic skills based homework schemes.	Subscriptions to online basic skills homework schemes. SATscompanion Timestables Rockstars Spelling Shed	Education Endowment Foundation. Parental Engagement +3 Homework +2 Digital Technology +4	Half termly data reports.	English Lead, Maths lead Year 6 team. £499 £50 £100	Termly
Total budgeted cost					£24,599

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?
Gaps in learning are quickly identified and addressed so that children make continual progress.	20 day challenges.	Education Endowment Foundation. Individualised Instruction. +3.	On-going monitoring of 20 day challenge board by Deputy Head Teacher	Deputy Head Teacher. £45,221	Termly. Pupil Progress meetings. Impact forms 20 Day challenge folders.
HLTA to support interventions in Maths and English across KS2.	Literacy and Numeracy intervention.	Education Endowment Foundation. Small Group tuition. +4	Use of tracker to identify weakness. English and Maths leads to direct.	English Lead £5,000 Maths Lead £3,000	Termly. Pupil Progress meetings. Impact forms
Total budgeted cost					£53,221
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?
Improved attendance and punctuality for PP children with low attendance.	Breakfast club.	Improved attendance and increased numbers of PP children starting school on time. Education Endowment Foundation. Extending school time. +2	Monitoring of attendance at Breakfast Club and monitoring of provision by HT and DHT. Fortnightly attendance meetings held by DHT and Attendance officer.	Breakfast Club staff £6,000	Termly Fortnightly attendance meetings between Deputy Head and Attendance officer.
Remove barriers to love of reading.	Book club – targeted club for Disadvantaged children. Development of school library bus.	Education Endowment Foundation. Collaborative Learning +5 Reading Comprehension Strategies +6 Parental Engagement +3 Metacognition and self-regulation +7	Staff CPD. Club uptake. Engagement with online pedagogy communities. Engagement with resources. After-school use. Pupil Voice. Morning registration.	Deputy Head and English Lead £1500 Deputy Head and English £15,000	
Total budgeted cost					£22,500