St Charles' Catholic Primary School

Pupil Premium Strategy Statement: 2019-20

School Context:

St Charles' Catholic Primary School is a small, single form entry Catholic primary school in the south of Liverpool. The school provides a secure, stimulating environment where pupils develop positive personal qualities, social awareness and responsibility.

The school promotes independence, self-esteem, academic achievement and a desire to learn. The school is inclusive, providing for the needs of all pupils regardless of ability, gender or background.

"St Charles' is a school where pupils come first" **– Ofsted**

1. **SUMMARY INFORMATION**

Pupils on Roll:			
Total	196 (October 2019)		
	% of pupils eligible for FSM	% of pupils with EAL	% of pupils with SEN Support
School	29.0	8.7	12.8
National	15.8	21.2	14
Pupil Premium Funding:			
Number of pupils eligible for PP Funding	59/196 (54/166 Excluding EYFS)		
% of pupils entitled to PP Funding	30.1%		
Total amount of PP Funding received	**£77,880 (subject to October Census Data)**		

Entitlement by Year Group:	
Reception	3/30 Pupils (10%)
Year 1	7/27 Pupils (26%)
Year 2	5/28 Pupils (18%)
Year 3	8/29 Pupils (28%)
Year 4	11/28 Pupils (39%)
Year 5	11/25 Pupils (44%)
Year 6	13/28 Pupils (46%)

2. CURRENT ATTAINMENT (END OF ACADEMIC YEAR 2018-19)

CURRENT ATTAINMENT (AVERAGES OF YEARS 1-6)	ALL	PP	GAP
% achieving expected standard or above in READING	76.8	64.8	-12
% achieving expected standard or above in WRITING	75	61.5	-13.5
% achieving expected standard or above in MATHS	83.7	70.8	-12.9
% achieving expected standard or above in RWM COMBINED	72	58.6	-13.4
% making expected progress in READING (school assessment)	91.8	92.3	+0.5
% making expected progress in WRITING (school assessment)	91.9	92.3	+0.4
% making expected progress in MATHS (school assessment)	87.6	82.7	-4.9

3. Barriers to Learning (for pupils eligible for PP, including more able pupils)

The school looks for and identifies the barriers that stand in the way of pupils' development.
We have categorised this into the following key areas:

ACADEMIC BARRIERS	
1	*Low levels of communication, speech and language on entry*
2	*Low levels of self-belief and confidence of some pupils*
3	*Lower levels of achievement in core skills of reading, writing and maths, as evidenced by KS1 and KS2 outcomes*
4	*Poor engagement and participation of SEND pupils with social/emotional problems*
5	*Low levels of attendance and punctuality*

EXTERNAL BARRIERS	
6	*Limited experiences of life outside immediate environment (based on pupil survey)*
7	*Lack of parental engagement in their children's education (based on parents' attendance at meetings, and homework/reading support given to pupils at home)*

4. Areas of focus

We have also identified key areas from the School Improvement Plan for focus across the school.

AREA OF FOCUS	
1	*Further improving quality of first teaching for all*
2	*Closing the gaps for vulnerable groups of pupils*
3	*Reading, for pleasure, and across the curriculum*
4	*Writing across the school and across the curriculum*
5	*Challenge for all pupils, especially the more able*
6	*Improving attendance*
7	*Building confident, independent learners*
8	*Further building positive, supportive relationships with parents/carers*

5. **Barriers and Intended Outcomes**

Barriers	Intended Outcomes	
Academic barrier:	Desired outcomes and how they will be measured:	Success Criteria:
1. Low levels of communication, speech and language on entry	Focus on early identification and intervention to improve verbal communication skills *To be measured by national standardised testing, observations and teacher assessment*	All pupils show at least expected progress and show increased confidence in their use of verbal communication. Staff are confident in their use of standard English and understand the impact of the language they use in class
2. Low levels of self-belief and confidence for some pupils	Children are supported with issues around self-confidence, through early identification and intervention *To be measured through pupil voice interviews and pupils' engagement*	Pupils are more engaged, have greater self-awareness with resulting improvement in their academic progress
3. Lower levels of achievement in core skills of reading, writing and maths	All pupils make minimum of 'expected' progress in reading writing and maths *To be measured through national standardised testing and school's own internal tracking*	Pupils are tracked through NFER testing twice a year to ensure positive progress outcomes. Teachers are able to use outcomes from testing to plan for next steps for learning
4. Poor engagement and participation of some SEND pupils with social/emotional problems	Pupils have better control of their emotions and arrive at school ready to learn. Teachers have improved awareness of the impact of disadvantage on pupils' motivation *To be measured by participation at 'reward' events, lesson observations and learn walks evidence pupils' willingness to engage, pupil voice interviews.*	Increased participation in reward events. Evidence of increased participation in class, with fewer occurrences of disruption. Staff anecdotally report pupils are happier and more settled into class routines
5. Low levels of attendance and punctuality	Improved attendance and punctuality in line with non-disadvantaged pupils	Improve attendance rates to be in line with national expectations. Fewer PP pupils are PA. Fewer recorded 'late'

	To be measured half-termly through SIMS (with Admin Officer and EWO support)	minutes
6. Limited experiences of life outside immediate environment	Increased opportunities for PP pupils' cultural life experiences *To be measured through pupil voice interviews, pupil participation in experiences outside the classroom, teachers' anecdotal reports of pupil engagement*	Pupils develop a greater awareness of the world beyond their immediate area
7. Lack of parental engagement in their children's education	To assist parental engagement and support of their children's learning. Improvement in parents hearing children read at home and reading for pleasure with them *To be measured by parental engagement in and attendance at events across the school year. Teachers to monitor home/school reading records*	Parental engagement in school events, Fewer pupils are not reading at home with their families

6. **<u>Planned Expenditure</u>**

We have three tiers to our support for Pupil Premium pupils, as follows:

1. **Quality teaching for all**
2. **Interventions**
3. **The development of cultural capital**

Proposed Spending Plan 2019/20:				
Action/approach:	**Barrier:**	**Rationale:**	**How we will ensure it is implemented well:**	**When it will be reviewed:**
1. Quality teaching for all				
Continue to purchase online resources to support reading and maths, in order that pupils	4	Low levels of engagement of some pupils Lack of progress in reading	Tracking of pupils' records of accessing online resources Tracking pupils' progress	Review of progress termly Review of value/worth of resources annually

engage with their learning, including at lunchtimes for pupils without online access at home		and in maths, as identified in school's progress data	through data analysis Pupil voice interviews	
CPD for staff with focus on Writing, to further their knowledge of how to improve standards of writing in their classes	3	Attainment and progress in Writing is not as good as in Reading and Maths	Levels of progress and attainment in Writing are raised	Data analysis termly Pupil Progress meetings termly
Deployment of Learning Support Assistants to administer counselling support programmes in order that pupils with issues around self-confidence and personal well-being are identified and receive small group counselling sessions weekly	2	Identification of pupils who have issues around self-belief and self-confidence.	Improved pupil engagement – anecdotal reports from teachers Analysis of data	Half termly reviews of engagement and of progress
Total budgeted cost (approx. figure contributing directly towards achieving our goals)				**£15,800**
2. Interventions				
Deployment of Learning Support Assistants to administer Toe by Toe intervention programme for reading to identified pupils in KS2 on a one-to-one basis at least three times a week	3	Low levels of attainment in reading for pupils diagnosed with dyslexia	Data analysis Pupil interviews Hearing pupils read	Half termly through assessments specific to the programme
Deployment of HLTA to support learning in KS2, through small group interventions for Maths, both structured and flexible	3	Low levels of achievement in core skills, as identified in progress measures, EYFS to Y2, and Y2 to Y6	Data analysis Pupil Progress meetings Teacher assessments	Half termly informal review Termly more formal review after end-of –term data analysis
Deployment of Learning Support Assistants to administer Speech	1	Analysis data for pupils starting in EYFS identifying	Progress data Internal and external	Half termly review of progress

and Language programmes so that pupils with identified issues relating to all aspects of verbal communication , including speech and language problems, are given one to one or small group sessions daily		those with low levels of speech and language	observations of speech and language interventions	
Total budgeted cost *(approx. figure contributing directly towards achieving our goals)*				**£20.000**

3. The development of cultural capital				
Continue to subsidise residential visits and educational enrichment trips out of school in order that pupils are given opportunities to experience hands-on learning experiences outside the classroom, and away from school	6	Identification of pupils with limited life experiences and limited access to enrichment activities beyond the classroom	Pupil engagement Pupil voice interviews Anecdotal reports from staff	Termly review of pupils in need of support Termly review of engagement
Subsidy for participation in extra-curricular clubs in order that disadvantaged pupils are given opportunities to participate in after-school activities from outside providers	6	Identification of pupils without access to extended learning opportunities	Pupil engagement in school life Pupil voice interviews	Half termly review of participation and engagement Termly review of pupils' interests and identification of future needs
Purchase of books for school and class libraries to enable all pupils to be able to engage with books and read for pleasure	3	Results in reading impacted by low levels of personal reading and low levels of reading for pleasure and relaxation	Pupil voice interviews Analysis of results in reading especially progress data Teachers observe pupils choosing to read for pleasure	Termly review of books made available in class libraries Annual review of needs
Attendance initiatives to improve attendance of all pupils. PA pupils identified and targeted by EWO/DHT. Structured programme followed to improve	5	Number of PA pupils is too high, and numbers of PP pupils who are PA remain fairly constant. Punctuality identified as an	Review of statistics weekly Meetings with parents/carers EWO to monitor and meet with parents when necessary Procedures firmly in place to	Weekly monitoring Half termly and termly reviews

attendance of those pupils. System of rewards put in place for improved attendance across the school		area for concern for a number of PP pupils	escalate when required	
Continue to contribute to cost of parish minibus to give opportunities for small groups of identified pupils to take part in a range of sports/cultural or enrichment events outside of school	6	Identification of pupils with limited access to activities beyond the classroom	Pupil engagement Pupil voice interviews Anecdotal reports from staff	Termly review of pupils in need of support Termly review of engagement
Continue to support identified families through access to school Breakfast Club so that pupils whose attendance or punctuality are poor are offered free places at BC daily	5	Low attendance and unauthorised absences in both key stages	Improved attendance Pupil engagement Pupils' readiness for learning	Termly review of attendance and engagement
Workshops for parents/carers so that they are welcomed into school and shown how to support their children's learning	7	Identification of families who are not aware of how to support their children's learning	Record of attendance Participation in supporting homework tasks	Termly review of engagement in workshops Termly review of impact on pupils' engagement and learning
Total budgeted cost *(approx. figure contributing directly towards achieving our goals)*				***£31,300***