

Pupil premium strategy statement for Our Lady and St Edward's School

1. Summary information					
School	Our Lady and St Edwards				
Academic Year	2018_19	Total PP budget	£18,140 (indicative)	Date of most recent PP Review	July 2018
Total number of pupils	212	Number of pupils eligible for PP	12+1 PLA	Date for next internal review of this strategy	Dec 2018 Mar 2019 Jun 2019

2a. Attainment 2017-18 (Summer Term 2018, Y6) (1 pupil)			
	<i>All Year 6 Pupils</i>	<i>Pupils eligible for PP (your school)</i>	<i>National for all pupils</i>
% achieving in reading, writing and maths	90%	Only 1 pupil eligible	61%
% achieving standard in reading	90%		71%
% achieving standard in writing	93%		76%
% achieving standard in maths	93%		75%
% achieving standard in grammar, punctuation and spelling	93%		77%
Current attainment (Summer Term 2018, Y2) (1 pupil)	All Year 2 Pupils		
% achieving in reading, writing and maths	73%	Only 1 pupil eligible	61%
% achieving standard in reading	83%		76%
% achieving standard in writing	83%		68%
% achieving standard in maths	87%		75%

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.	Attainment data and on-going gap analysis using assessment tools needs to drive planning so that next step learning needs are identified and addressed to ensure progress over time and this is accelerated where needed.	
B.	All teaching to be good to outstanding to ensure effective learning for all groups, including PP children.	
C.	There are some PP pupils who have been identified as also being vulnerable . This can affect attitude to learning, slows progress and affects behaviour for learning. Referral to Learning Mentor takes place.	
D.	Specific learning needs including those with SEND which require specialist strategies and approaches with reading, writing and maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Unsettled home life	
F.	Limited exposure to life experiences	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment data and ongoing assessment/analysis accurately identifies the learning gaps, teachers have ownership over data –termly data analysis and pupil progress meetings will identify next steps	<ul style="list-style-type: none"> - End of term tracking data shows 100% of the average attaining pupils are on track. -
B.	100% of teaching is good/better. Teaching is clear in identifying and responding to needs-lesson observations and pupil progress meetings	<ul style="list-style-type: none"> - PP children have a focus on their needs - Pupils make good progress
C.	More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations	<ul style="list-style-type: none"> - End of term tracking data shows 100% of the average attaining pupils are on track. - Pupils are resilient and positive about learning
D.	Progress of SEND children who are in receipt of Pupil Premium funding is in line with progress of other children. Pupils have strategies in order to address reading and writing and maths underachievement	<ul style="list-style-type: none"> - Pupils can approach reading , writing and maths with a range of strategies - Reading pace has improved - Pupils reading and comprehension are comparable - Writing is scaffolded and edited - Pupils have a visual approach to number in maths - Pupils make expected or better than expected progress from their starting points. - Pupils with SEN are making good progress
E.	Pupil premium children have improved self-esteem, resilience and motivation to learn.	<ul style="list-style-type: none"> - Pupil premium children make progress at the same rate as non-premium children.
F.	Pupils experience a range of educational visits/visitors	<ul style="list-style-type: none"> - Visits are enjoyed and support learning

3. Planned expenditure					
Academic year	2018_19				
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?
To increase the progress of pupils in reading, writing and maths by identifying and addressing gaps in learning	Review of question analysis to identify gaps to inform planning and teaching. Pupil progress meetings Planning scrutiny Book analysis Small group additional support	In KS1 (16-17) there was 2 PP children who did not reach the standard in reading, 1 in writing and 1 in maths. Teachers are responsible for presenting the data and next steps During Pupil progress meetings teachers identify the weaknesses to be addressed	<ul style="list-style-type: none"> - Observations - Tracking data - Pupil progress meetings - Whole school provision map 	KW JL DR	Each term
To ensure teaching is clear in identifying and responding to needs-lesson observations and pupil progress meetings	Training in school linked to monitoring and appraisal Curriculum audits Small group support	Generally, interventions in place only for low-attaining pupils. Interventions to support other needs eg pupil expected to be at GD needs booster sessions Tracking shows a small number of pupil premium children who should be on track, are not. Those pupil premium children who are on track must remain on track	<ul style="list-style-type: none"> - Planning scrutiny - Book analysis - Pupil progress meetings - Moderation meetings - Walk-throughs - Lesson observations 	KW	Half-termly
Funding Cost TA Support for small groups and for lunchtime support					£12,140
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?

B) 100% of teaching is good/better. Teaching is clear in identifying and responding to needs-lesson observations and pupil progress meetings.	TA training to provide targeted support for PP children based on their learning needs Teachers to accurately identify the learning needs and plan for them Small group support 1:1 support	In Sept 2018 2/12 of pupils have SEN,	<ul style="list-style-type: none"> - Ongoing training for TA, - PIVATS to provide small steps for learning - Enhanced learning walks - Pupil progress meetings to discuss targeted pupils 	KW JL	Termly
C) More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations	Learning mentor to support more vulnerable pupils to help develop positive attitudes Lunchtime support PSHE curriculum	Discussions with class teachers have identified needs . Pupils need to feel confident and comfortable in order to learn effectively. Studies have shown that emotional interventions have a significant impact on attainment	<ul style="list-style-type: none"> - Pupils identified correctly - Timetabled sessions for pupils - Allocated space for sessions - Appropriate resources purchased - Tracking of pupil progress 	KW	Half-termly

Funding Cost £3000 Learning Mentor and TA training £1000

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?
F) Pupils experience a range of educational visits/visitors Pupils experience a rich curriculum	Pay for school visits and visitors Plan additional enrichment activities in supporting pupils engagement with sport, drama and dance	Participation in physical and creative activities has a positive outcome for pupils including their overall wellbeing	<ul style="list-style-type: none"> - Planned visits by each class teacher. - Pupils to review the visits and visitors. 	VM	Half-termly

Funding Cost £2000