

Saint Mary's Catholic Voluntary Academy



Learn to Love; Learn to Believe; Learn to Achieve.

In our school Christ is at the centre and children are at the heart of all that we do:

We inspire everyone to succeed to reach their potential in a safe inclusive happy environment;

We develop resilient hard working independent individuals who are confident to take risks.

Pupil Premium Strategy Statement

Date: 2019/20

Review Date: July 2020

Signed by Chair of Governors: Mrs S Buller

Pupil premium strategy statement for Saint Mary's Catholic Voluntary Academy

1. Summary information					
School	Saint Mary's Catholic Voluntary Academy				
Academic Year	2019/20	Total PP budget	£70,560	Date of most recent PP Review	07/2019
Total number of pupils	159	Number of pupils eligible for PP	49 (31%)	Date for next internal review of this strategy	07/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieved expected standard in reading, writing & maths	46%	50%
% making expected progress in reading	60%	64%
% making expected of progress in writing	54%	50%
% making expected levels of progress in maths	60%	57%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	Pupils start school lacking oral language and number skills, this in turn has a detrimental effect on their acquisition of reading and applying maths to solve problems	
B	Slow progress rates made by Pupil Premium pupils compared to all pupils nationally in reading, writing and maths	

C	Lack of support from home in terms of learning, low expectations, motivation to aspire and low self-esteem	
D	Pupils have limited experiences beyond the classroom in their learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Attendance: Pupil premium pupils attendance is lower than non-Pupil Premium pupils	
F	Parental financial support for school visits and extra-curricular clubs	
G	Few opportunities for pre-school education	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	Pupils are able to progress in reading comprehension and maths problem solving so that they are in line with ALL pupils nationally.	Gap between the pupil premium pupils and non-eligible pupil premium pupils is narrowed in each year group
B	Pupils end of Key Stage data indicates that the gap between Pupil Premium pupils and All pupils nationally has been significantly reduced.	Gap between the pupil premium pupils and non-eligible pupil premium pupils is narrowed in end of key Stage tests.
C	Pupils become more resilient in their learning; become more self-motivated to learn and improve their outcomes.	Pupils able to talk with confidence about their aspirations for the future.

D	Pupils engage in a book lead, enquiry-based curriculum.	Pupils become more independent in their quest to drive their own learning.
E	Attendance rates of Pupil Premium pupils will be in line with non-eligible Pupil Premium Pupils.	Attendance figures for each year group will see an improvement.
F	An increased percentage of pupils will be able to engage in extra-curricular activities and trips.	Pupils will have access to extra-curricular activities and trips

5. 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?
Pupils are able to progress in reading comprehension and maths problem solving so that they are in line with ALL pupils nationally.	Targeted support for identified pupils in writing, guided reading and in number skills.	<i>Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils in reading, writing and maths</i> Education Endowment Foundation July 2019.	Regular Pupil Progress meetings to be held to ensure that identified targeted pupils are making at least expected progress.	SB	July 2020
	University Masterclass days for more able Pupil Premium children.	Expose the more able children to higher level aspiration education.	Every term a selection of higher ability Pupil Premium children will attend University of Manchester Masterclasses for Writing and Maths.	SB	July 2020
To be able to articulate and express themselves confidently and clearly	Drama workshops	Pupils need specific building blocks to develop oral skills and to transfer these skills to their writing.	Attainment and progress will be discussed at Pupil Progress meetings.	SB	July 2020

5. 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?
To be able to articulate and express themselves confidently and clearly (cont)	Phonics intervention KS2	To support children working well below ARE in KS2. Teacher to target pupils for quality writing.	Teacher and TAs	SB	July 2020
	Mini Marines workshops	KS1 and KS2 children given opportunity to increase their resilience, confidence and communication skills.	Reviewed by PP Co-ordinator Follow up work within classes.	SB	
Pupils access an aspirational curriculum book-based on enquiry learning.	Monitor Focus Education initiatives. Training/monitoring of staff in the implementation of enquiry-based curriculum.	Our pupils need greater exposure to whole books. Using the books to lead an enquiry-based curriculum will have a positive impact on pupils making connections between the enjoyment of reading and creating an enquiring mind.	Monitoring of planning of lessons and the impact of these lessons on pupil outcomes.	SB/SLT	July 2020
Total budgeted cost					£6,000

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?
To be able to apply skills with confidence to maths problems and reading comprehensions	Teaching Assistant support in each class. Intervention groups	Teachers can plan effective support and intervention within lessons utilising Teaching Assistant support. It has proved effective in targeting specific groups of children.	Pupil Premium provision mapping. Well planned and resourced lessons. Intervention groups complete tracking sheet and evaluate the programme.	SB (Pupil Premium Leader)	End of every term review progress. Full review July 2019
To be able to articulate and express themselves confidently and clearly	Talk for Writing	Continue to utilise Talk for Writing approach at every half term, alongside the Focus Education enquiry based English programme . Talk for Writing has a proven track record in other schools in the MAT in improving the quality of writing. <i>‘Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension’ Education Endowment Foundation</i>	Pupil Premium provision mapping. Intervention groups complete tracking sheet and evaluate the programme.	JE (English subject leader) SB (PP Co-ordinator)	Pupil Progress meetings every half term to review PP progress. Full review July 2020
Total budgeted cost					£52,560

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?
Pupil attendance figures will improve and be in line with both national and non-pupil premium pupils within the school	<p>School will contact parents with regards to absence/lateness.</p> <p>Staff will encourage pupils to attend school through attendance awards/positive reinforcement</p>	High attendance rates have a positive effect on pupil outcomes.	<p>Pupil Premium pupil attendance/punctuality will be monitored daily in school office.</p> <p>Letters will be sent and attendance panels convened for low attendance pupils.</p> <p>Awards given in assembly for full attendance.</p>	SLT	<p>PP attendance reviewed half termly.</p> <p>Full review July 2020</p>
Pupils have a breadth of experiences that enable them to contextualize their learning.	<p>Peripatetic music tuition</p> <p>Support of the financing of Residential Visit and support for the financing of school day visits.</p>	<p>Musically gifted children are allowed the opportunity to learn an instrument.</p> <p>Financial constraints can burden families when giving opportunities to their children.</p>	<p>Qualified peripatetic teachers engaged.</p> <p>Value for money; evaluation of the school visit.</p>	<p>SLT</p> <p>Class teacher</p>	<p>July 2020</p> <p>July 2020</p>

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?
Pupils have a breadth of experiences that enable them to contextualize their learning (cont)	Support in additional transitional days For Y6 pupils.	<p><i>'Improved outcomes have been identified in English, mathematics and science.</i></p> <p><i>Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'</i></p> <p>Education Endowment Foundation</p>	Class teaching assistant to accompany the children.	KS2 TAs	For each planned visit. July 2020
	Support to attend After –school clubs. Professional authors visit school to raise aspiration and enthusiasm.	Support for the cost of after school clubs. Children respond to positive role models.	<p>SLT to review the quality of the club provision and whether it meets the child's needs</p> <p>Pupil voice discussions.</p> <p>Monitoring of the impact of extra-curricular activities in the children's written and oral work.</p> <p>Tracking PP data improvements in core subjects.</p>	SB SB	July 2020 July 2020

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>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Provision of SENDco in school to address specific needs for pupils.</p> <p>Specific programmes for vulnerable pupils</p> <p>Partnership working with health, ed. psych, social care for targeted pupils as part of the Nurture group</p>	<p>Many of our children come from vulnerable families and challenging backgrounds and this can have a detrimental effect on their prior learning before starting school.</p> <p><i>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting impact effect on pupils' learning.</i></p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact. Evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.</p> <p><i>Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</i></p> <p>Education Endowment Foundation</p>	<p>Performance Management of SENDco.</p> <p>Observe and identify programmes for vulnerable pupils.</p> <p>Observations and monitoring of pupils.</p> <p>Tracking of identified PP/SEND pupils.</p>	<p>SLT SENDco</p>	<p>Pupil Progress meetings every half term</p> <p>Full review July 2020</p>

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?
Forest Schools	Targeted support for groups in KSI and KS2 primarily Pupil Premium pupils	Self-esteem, teamwork and confidence have been evaluated as positive outcomes for pupils in the Forest Schools programme. All the children enjoyed the experience.	Lesson observations. Evaluations conducted by Forest School teacher	SB RK	At the end of each half term. Full review July 2020
Nurture Group	Targeted support for primarily Pupil Premium pupils with emotional, behavioural and social needs.	Long running programme which has enabled children to express their feelings and attitudes and given them support to work in class and cope with social times in school effectively.	Boxall Profiles completed at the beginning and end of programmes show that nearly all children make progress.	NT/CJ/JH Derbyshire Nurture Team SB reviewer	At the end of each half term. Full review July 2020
Total budgeted cost					£12,000
TOTAL PUPIL PREMIUM BUDGET 2019/2020					£70,560

6. 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
Pupils are able to progress in reading comprehension and maths problem solving so that they are in line with ALL pupils nationally.	Targeted support for identified pupils in guided reading and in number skills	To help both PP and non PP children make specific progress in weak areas of core subjects.	One to ones did not have the desired impact, although the targeted TA group support with specific interventions has been successful. (Both PP and non PP children). However, the one to one sessions ceased around Christmas as the member of staff who taught them resigned.	£3500
To be able to articulate and express themselves confidently and clearly	Talk for Writing	To improve standards of writing throughout school.	Early days of implementation but the approach has had a benefit for some of our pupils who need a structured approach to writing. Talk for Writing will continue throughout 2019/20, but will need to be incorporated with the knowledge based curriculum approach we are undertaking next academic year.	None
Pupils access an aspirational curriculum book-based on enquiry learning.	Introduce Focus Education initiatives. Training of staff in the implementation of enquiry-based curriculum.	To create a knowledge based curriculum in line with new OFSTED framework. This approach has not been taught yet – due to begin in 2019/20 academic year. Staff have been issued with long term plans for their year group to plan from.	This approach has not been delivered yet – due to begin in 2019/20 academic year. Staff have been issued with long term plans for their year group to plan from. To be reviewed in 2019/20.	£1500
TOTAL				£5,000

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
To be able to apply skills with confidence to maths problems and reading comprehensions	Teaching Assistant support in each class. Intervention groups	TA support in classes is a vital aspect of children making progress. They support targeted groups both PP and non PP.	Continue in 2019/20 as vital to good progress of pupils. Ensure specific interventions used effectively.	£52,260
To be able to articulate and express themselves confidently and clearly	Every Child a Talker initiative Talk Boost	Aim to ensure speech and language skills are improved. This KSI programme has not run in 2018/19 academic year due to staffing.	In KSI look to reinstate the Talk Boost in 2019/20 to improve children's speech and language skills.	none
TOTAL				£52,260

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
Pupil attendance figures will improve and be in line with both national and non-pupil premium pupils within the school	<p>School will contact parents with regards to absence.</p> <p>Staff will encourage pupils to attend school through PSHE activities</p>	<p>In Lent term an attendance team began a system of contacting parents of poor attenders and chasing up non-attenders each day.</p> <p>Letters have been sent, meetings held with parents and support offered to encourage better attendance in both PP and non PP children.</p> <p>Some improvement seen in attendance data from Advent term to Pentecost term for some PP children.</p>	Continue to monitor the attendance of PP children and continue with support to families. PP co-ordinator will join attendance team in next academic year to specifically monitor PP pupils attendance and focus on PP families who are not meeting attendance targets.	none
Positive Play	Trained HLTA	<p>Boxall profile shows the positive impact of intervention.</p> <p>Some impact seen in the progress of social/emotional needs of the PP children who have taken part.</p>	In 2019/20 the Nurture Group will replace the Positive Play programme to help accelerate progress in social/emotional issues.	£2,310
Pupils have a breadth of experiences that enable them to contextualize their learning.	<p>Peripatetic music tuition</p> <p>Support of the financing of Residential Visit to Whitehall Support for the financing of school day visits.</p>	<p>Children who may have been financially disadvantaged have been able to access music tuition.</p> <p>Pupil Premium children were able to attend the residential visit to Whitehall. The pupils loved the experience, gained confidence and self-esteem.</p> <p>PP children benefitted from school trips as their education and life experience as enriched.</p>	<p>This will continue in 2019/20 as hugely beneficial to PP children.</p> <p>Support to be offered again where appropriate and necessary.</p>	£910

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
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	Provision of SENDco in school to address specific needs for pupils. Specific programmes for vulnerable pupils Partnership working with health, ed. psych, social care for targeted pupils	SEND children have been supported by familiar staff on extra transition dates to secondary school. Benefitting both PP and non PP children.	This has been very successful and will continue.	£250
Forest Schools	Targeted support for groups in KS1 and KS2 primarily Pupil Premium pupils	Often the full class approach is not able to achieve the focussed objectives of small group work, although Forest schools has been enjoyed by the pupils (both PP and non PP) and has provided confidence building opportunities.	To continue next year, but look to refine measurement of success criteria.	£7,500
TOTAL				£10,970
TOTAL PUPIL PREMIUM BUDGET				£68,230

7. Additional detail

Teachers volunteered their time to support pupils at risk of not meeting the expected age-related outcomes. The staff ran Writing Clubs each week to targeted pupils including those eligible for Pupil Premium. This did impact positively on outcomes for pupils. It will continue in 2019-20.

Year 6 boosters ran by staff from Feb 19 to May 19 each week, some impact seen on progress of PP children.