

Pupil premium strategy statement (primary)

1. Summary information					
School	Ursuline Catholic Primary				
Academic Year	2018/19	Total PP budget	£69300+ £2170(carry over)	Date of most recent PP Review	September 2018
Total number of pupils	417	Number of pupils eligible for PP	47	Date for next internal review of this strategy	September 2019

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	3/9 (33%)	70%
% making progress in reading	6/9 (67%)	80%
% making progress in writing	7/9 (78%)	83%
% making progress in maths	3/9 (33%)	81%

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.	Several pupils identified as low attainers.
B.	Several pupils on SEN/D Register for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder
C.	A range of social, emotional and behavioural issues (some extreme)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for some disadvantaged pupils are below the target for all pupils of 97%. This reduces their time in the classroom and places them at risk of falling behind.
E.	Support systems at home, both academic and nurturing.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Pupils - Achievement of the '100% at ES/30% at GDS' aim in reading, writing and	Year groups' positions on the reading, writing and mathematics

	<p>mathematics</p> <p>Progress in reading, writing and mathematics will be measured through termly work scrutinies and moderation in all year groups. Progress in reading and mathematics in KS2 will also be measured by performance in NFER tests. Outcomes for all year groups will be monitored through pupil progress meetings in Autumn and Spring. In Y2 and Y6 progress in writing will also be monitored through end of key stage assessments. Progress in reading and mathematics will also be measured by national end of KS 1 and 2 SATs (Y2 and Y6).</p>	<p>target ranges improve on previous year; improvement commensurate with realistic and aspirational pupil targets; pupils who have fallen behind catch up.</p>
<p>B.</p>	<p><i>Disadvantaged Pupils</i> - The progress of disadvantaged middle attaining pupils in Years 4, 5 and 6 is at least close to or improving towards that of other middle attaining pupils in writing and mathematics.</p> <p>For the measurement of progress in reading, writing and mathematics see A above</p>	<p>Work in books and school internal data set measures/national end of KS2 SATs indicate that the progress of disadvantaged middle attaining pupils is close to or improving towards that of other middle attaining pupils, as follows:</p> <ul style="list-style-type: none"> • Y4 pupils in writing and mathematics; • Y5 and Y6 pupils in mathematics; • Y6 pupils in writing

5. 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?
Achievement of the '100% at ES/30% at GDS' aim in reading, writing and mathematics	<p>CLASSROOM PEDAGOGIES/WHOLE SCHOOL STRATEGIES:</p> <p><i>All subjects:</i> Guided groups; fix-it; co-operative learning; philosophy with children; impact lines.</p> <p><i>Reading & Writing:</i> Reading to writing journey; no nonsense grammar/spelling</p> <p><i>Writing:</i> Cross curricular writing; 'have a go' sheets</p> <p><i>Mathematics:</i> Problem solving & reasoning.</p> <p>SCHOOL IMPROVEMENT PRIORITIES: Curriculum enrichment;</p>	<p>CLASSROOM PEDAGOGIES/WHOLE SCHOOL STRATEGIES:</p> <p>The chosen actions and approaches promote inclusion, which is appropriate for current disadvantaged pupils, especially given their profile (low attainers; pupils on SEN/D Register for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder; pupils with a range of social, emotional and behavioural issues). They also focus on collaborative working and metacognition, which also helps to meet the needs of high attaining pupils, whose knowledge, skills and understanding are reinforced by teaching and guiding lower attaining peers. Fix-it is more effective than traditional marking, providing all pupils with guidance on next steps. The reading to writing journey, no nonsense grammar/spelling, cross curricular writing, have a go sheets and problem solving & reasoning all require pupils to apply their skills in different contexts, which promotes mastery and enables disadvantaged pupils to make progress</p>	<p>Half termly classroom observations/work scrutinies; Classroom observation feedback; Termly work scrutiny (English, Mathematics, Science, RE & Topic); Termly moderation(Writing, Mathematics, Science); School's pupil progress tracking and data analysis system, which references Age Related Expectation descriptors; Pupil Progress Meetings; Coaching and mentoring (as organised by SLT post lesson observation/work scrutiny/moderation/Pupil Progress Meetings)</p>	Mr M McQueen	December 2018 March 2019 September 2019

		at least as well as their peers. The school improvement priority of curriculum enrichment addresses how we best promote social mobility and make sure every child has the best start in life, particularly pertinent to disadvantaged pupils.	Curriculum Design INSET Day (19.10.18) Review of school curriculum provision		
Total budgeted cost					
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>The progress of disadvantaged middle attaining pupils in Years 4, 5 and 6 is at least close to or improving towards that of other middle attaining pupils in writing and mathematics.</p>	<ul style="list-style-type: none"> • Middle attaining Y4 pupils in writing - wider opportunities for extended writing • Middle attaining Y4 & 6 pupils in mathematics - opportunities to re-visit learning from lesson to consolidate understanding through additional guided group and/or additional 'fix-it' time • Middle attaining Y5 pupils in mathematics - re-visits, overlearning, catch up of missed input and homework club • Middle attaining Y6 pupils in writing - handwriting and spelling interventions, catch up of read to write journey and support for planning and editing of writing 	<p>The targeted support is bespoke to disadvantaged pupils, chosen as a result of rigorous formative and summative assessment.</p>	<ul style="list-style-type: none"> • Half termly classroom observations/work scrutinies; • Classroom observation feedback; • Termly work scrutiny (English, Mathematics, Science, RE & Topic); • Termly moderation(Writing, Mathematics, Science); • School's pupil progress tracking and data analysis system, which references Age Related Expectation descriptors; • Pupil Progress Meetings; • Coaching and mentoring (as organised by SLT post lesson observation/work scrutiny/moderation/Pupil Progress Meetings) 	<p>Mr M McQueen</p>	<ul style="list-style-type: none"> • December 2018 • March 2019 • September 2019
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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?
Nurturing principles underpin all interactions with pupils, especially start of day routines	Implement the 3 key changes of the attachment theory based approach to whole school behaviour	Developing an attachment theory based approach to whole school behaviour is relevant for those disadvantaged pupils for whom support systems at home, both academic and nurturing, present barriers for future attainment.	Classroom monitoring visits will always have nurture as a focus, alongside subject based observations Dedicated directed time set aside for evaluations of impact of 3 key changes	Mrs T Lysaght	
All stakeholders aware of the importance and impact of nurturing practice upon outcomes for pupils	Develop the Kindness Curriculum, eg. <ul style="list-style-type: none"> • Language of listening • PawsB • Mindful Me Programme 	In behaviour management getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave. It requires visible consistency and visible kindness.	INSET Day 4.9.18 to establish the climate for attachment theory based approach to whole school behaviour Regular CPD in directed time to address elements of Kindness Curriculum	Mrs T Lysaght	
Estimated staffing costs Estimated resources costs Total budgeted cost					£65,000 £6,470 £71,470



6. Review of expenditure																																														
Previous Academic Year																																														
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																																									
<ul style="list-style-type: none"> Raise standards in reading by improving pupils' pace with understanding (Y1 – 6) Raise standards in writing by widening pupils' vocabulary (Y1 – 6) 	<p><i>Reading</i> Pace with understanding strategies taught through a balance of shared and guided reading, alongside independent learning.</p> <p><i>Writing</i> 'Reading to Writing Journey' taught through three phases: Phase 1 (Read as a Writer); Phase 2 (Gathering information); Phase 3 (Extended Writing x 2 pieces)</p>	<p>Reading (2018 National Scores for Y2 & Y6 in brackets)</p> <table border="1"> <thead> <tr> <th></th> <th>ES+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>81% (76%)</td> <td>31% (25%)</td> </tr> <tr> <td>Y2</td> <td>86% (76%)</td> <td>30% (25%)</td> </tr> <tr> <td>Y3</td> <td>83% (75%)</td> <td>28% (28%)</td> </tr> <tr> <td>Y4</td> <td>93% (75%)</td> <td>40% (28%)</td> </tr> <tr> <td>Y5</td> <td>90% (75%)</td> <td>32% (28%)</td> </tr> <tr> <td>Y6</td> <td>88% (75%)</td> <td>20% (28%)</td> </tr> </tbody> </table> <p>Writing (2018 National Scores for Y2 & Y6 in brackets)</p> <table border="1"> <thead> <tr> <th></th> <th>ES+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>72% (70%)</td> <td>17% (16%)</td> </tr> <tr> <td>Y2</td> <td>83% (70%)</td> <td>20% (16%)</td> </tr> <tr> <td>Y3</td> <td>74% (78%)</td> <td>26% (20%)</td> </tr> <tr> <td>Y4</td> <td>75% (78%)</td> <td>13% (20%)</td> </tr> <tr> <td>Y5</td> <td>73% (78%)</td> <td>3% (20%)</td> </tr> <tr> <td>Y6</td> <td>83% (78%)</td> <td>5% (20%)</td> </tr> </tbody> </table>		ES+	GDS	Y1	81% (76%)	31% (25%)	Y2	86% (76%)	30% (25%)	Y3	83% (75%)	28% (28%)	Y4	93% (75%)	40% (28%)	Y5	90% (75%)	32% (28%)	Y6	88% (75%)	20% (28%)		ES+	GDS	Y1	72% (70%)	17% (16%)	Y2	83% (70%)	20% (16%)	Y3	74% (78%)	26% (20%)	Y4	75% (78%)	13% (20%)	Y5	73% (78%)	3% (20%)	Y6	83% (78%)	5% (20%)	<p>Reading strategies including modelling of reading with pace, 'Retrieval, Inference, Author's Choice' (RIC), pre-reading, punctuation & vocabulary spotting and making links with No Nonsense Grammar have been effective, as shown by data at both ES+ and GDS (with the exception of Y6 at GDS).</p> <p>Writing strategies throughout the Reading to Writing Journey, including constant teacher modelling of language, building up working wall/synonym ladder and constantly making links from reading to writing have been effective at getting pupils to ES+ and less so to GDS, especially further up the age range.</p> <p>In order to address this and to achieve more impact at GDS in both reading and writing, the performance of higher attaining pupils and upper middle attaining pupils will be a school improvement priority for 2018-19. Pupils will be surveyed for their talents and interests and they will be provided with opportunities to analyse, evaluate and create through:</p> <ul style="list-style-type: none"> Asking challenging questions Opportunities for individual enquiries Personal research projects Preparing presentations Creativity in the classroom Open ended activities Computing <p>School will also recruit the support of outside experts and parents</p>	
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		appropriate.	this approach)	
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The progress of disadvantaged pupils (Y1 – 6) is at least close to or improving towards that of other pupils with the same starting points (reading, writing and mathematics)

- additional guided groups
- additional fix-its

+	More than Expected Progress
0	Expected Progress
-	Less than Expected Progress

Y3 Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	6	+0.1	6	-0.7	6	-0.6
High	1	0	0	-	0	-
Middle	5	+0.1	6	-0.7	6	-0.6
Low	0	-	0	-	0	-

Non-Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	52	-0.2	52	0	52	-0.2
High	17	-0.6	10	-0.5	18	-0.6
Middle	29	-0.2	38	-0.1	30	-0.3
Low	6	0	4	+0.2	4	-0.3

Y4 Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	7	+0.8	7	0	7	+0.8
High	0	-	0	-	0	-
Middle	4	+0.7	3	0	3	+0.2
Low	3	+0.8	4	+0.5	4	+0.8

Non-Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	53	+0.9	53	+0.7	53	+0.4
High	7	0	2	0	7	0
Middle	32	+0.8	31	+0.2	29	+0.9
Low	12	+1.5	18	+0.8	15	+0.8

Y5 Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	7	+0.8	7	+0.7	7	+0.2
High	2	+0.7	2	+0.3	2	+0.7
Middle	4	+1.0	4	+0.1	4	+0.1
Low	1	0	1	+1.0	1	+1.0

Non-Disadvantaged						
Pupils	Reading		Writing		Mathematics	
	No	Progress	no	Progress	no	Progress
All	54	+0.4	54	+0.8	54	+0.9
High	22	+0.2	22	+0.7	22	+0.9
Middle	29	+0.9	29	+0.9	29	+1.0
Low	3	+0.4	3	+0.4	3	+0.8

At the end of academic year 2017-18 the progress of disadvantaged pupils (Y1-5) was close to or improving towards that of other pupils with the same starting points. There were some exceptions in Key Stage 2:

- middle attaining Y3 pupils in writing and mathematics;
- middle attaining Y4 and Y5 pupils in mathematics;
- middle attaining Y5 pupils in writing.

Progress for Y6 disadvantaged pupils in 206-17 was very good. It was not as good in 2017-18, with a different profile of learners. When compared to 2015/16 results, however, there was a narrowing of the gap between disadvantaged pupils and their peers, with the exception of middle-attainers in mathematics and high-attainers in writing. There were contributory contextual factors, including persistent absence, pupil wellbeing and family upheaval. Additional guided groups and additional fix-it will continue to be used in 2018-19.

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 punctuality of an identified group	Consistent home school link with identifies families. Offer support/ideas for getting in on time (link to nurture)	Office staff monitored attendance and raised concerns immediately. TL developed role and established strong links with identified families, visiting homes when necessary to encourage reluctant pupils into school.	Families experiencing extreme pressures in their home lives appreciate the support of the school. Very important that this remains on offer in the coming year.	
Attendance rate to be as close to 96.8%	Meet and greet at gate in mornings. If necessary TL/or another adult to go to pupil's home to ensure attendance.	Attendance for school year 2017-18 was 96.0%, short of school target. 3.2% was authorised. Leave of absence/holiday requests account for the 0.8% unauthorised absence. These are refused except in exceptional circumstances. Meet and greet was effective with pupils who do not experience a positive start to their day and will continue to be part of a whole school approach.	Meet and greet can form the foundation for other, related strategies which school can use as part of its improvement plans for whole school behaviour.	
			Estimated staffing costs	£72,000
			Estimated resources costs	£1,350
			Carry Forward	£2,170
			Total budgeted cost	£75, 520

7. Additional detail				