Pupil Premium 2019-2020- Reviewed

1. Summary Information					
School	St Monica's Catholic Primary School				
Academic Year Financial Year	2019-2020 April 2019-2020	Total PP Budget	£63,360	Date of most recent PP Review	September 2019
Total number of pupils	418	Number of pupils eligible for PP (April 2019)	52	Date for next internal review	January 2020 September 2020

2. Outcomes for Year 6 – July 2020		
	Pupils eligible for PP (4) *National Benchmark*	*Pupils not eligible for PP (53)*
% achieving expected and above in reading	0%	
% achieving expected and above in writing	75%	
% achieving expected and above in Maths	75%	
% achieving expected and above in GPS	75%	
3. Barriers to future attainment (for pupils eligible for PP)		
In School barriers *(issues to be addressed in school)*		
A.	Speech and Language development (including EAL)	
B.	Application of Maths Skills through reasoning and problem solving.	
C	Enjoyment of Reading and Writing.	
D.	Fine Motor/ Gross Motor Skills	
External Barriers		
E.	Attendance and Early Help	

Desired Outcomes		Success Criteria
1.	Pupil Premium children starting school achieve as well as others	Pupils eligible for PP starting in Reception make rapid progress and achieve GLD.
2.	Pupil Premium leave St Monica's with age appropriate English and Maths skills so that they can succeed at secondary school	The gap between the achievement of Pupil Premium children and non-pupil premium is narrowing at Key Stage Two. The percentage of Pupil Premium children achieving the expected standard or above is increasing across the school.
3.	Pupil Premium Children's learning will not be affected by low attendance and families will be offered Early Help.	Each Pupil Premium child's attendance to be above 90%. Family needs identified and support in school or externally to ensure children are able to focus on their learning.

4. Planned Expenditure

Academic Year	

The three headings below enable schools to demonstrate how they are using 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**	**Review**
Continued development of Quality First Teaching across the school, focusing on the	SLT to lead training following the identification of individual needs.	Pupil's needs should be met where possible in the classroom. Effective inclusion for all pupils.	Lesson Observations Book Scrutinies Pupil Progress Meetings Monitoring books	SLT	Pupil progress meetings highlighted the progress of PP children and evaluated the interventions

individual needs of pupils.	Pupil Premium children identified on planning.	Developing teaching styles to facilitate all learning styles. Pupil Premium children's work marked and assessed first. Pupil Premium monitoring records to be kept in each year group.			they were involved in. Monitoring books were begun for each class to ensure PP children were accessing AR or reading at home and that they had all the necessary equipment for the school day. COVID- 19 curtailed support.
Develop reading and encourage all children to enjoy reading	Continue to revamp the home reading books so children have a wider selection to choose from. (Particularly free-readers) Introduce Accelerated	Ensure that all children have access to books which are suitable for their interests as all research shows that attitudes to reading need to be developed in order for long-lasting impact on reading attainment to be established. All children and staff will access AR but TA's and	Literacy Lead and HLTA to introduce new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading Challenge, Reading Breakfast Club etc… Literacy Lead and HLTA to monitor	Literacy Lead SLT	AR was introduced and all children in KS2 other than those with complex needs were able to access the programme. Y2 children begun to use it from the Spring term. AR was then opened for home use during lockdown and children were

	reader (AR) across the school.	Teachers will monitor PP children to ensure they are reading and completing their quizzes.	impact of AR throughout the term and monitor PP progress. Literacy lead to develop classroom practice through lesson planning and resources. Particularly inference.		given access to quizzes and websites with online books were shared with parents. COVID- 19 curtailed support.
Children are able to use basic Maths skills to reason and problem solve.	Training led by Maths Lead on the importance of modelling reasoning answers New Termly tests across the school linked to the scheme of work- analysis completed termly to identify gaps of PP pupils.	Prior monitoring (lesson observations, book scrutinies etc…) highlighted that there was an uneven weighting between the three aims of the National Curriculum. The focus has been on fluency rather than developing reasoning and problem solving skills. Test analysis, learning walks and book scrutinies identified an uneven approach to children	Lesson Observations Learning walks Book Scrutinies Pupil Progress Meetings Moderation Test Analysis	Maths lead SLT	Training was delivered in the Autumn term to develop problem solving and reasoning and this as a focus for lesson observations. The reasoning talk bubbles were created for all classes for use in lessons and on the display. Tests were introduced that

	Moderation of ARE completed termly	providing reasons. Talk bubbles and templates provided for modelling reasoning answers.			linked to the WRH Maths scheme. The first Maths moderation was completed in the Autumn term and each KS began a moderation file. COVID- 19 curtailed support.

Total budgeted costs to cover:
- **Maths Lead to deliver training and support teaching and monitoring**
- **SLT to lead teacher training**
- **Accelerated Reader**
- **HLTA for library and reading**
- **New books for reading (AR) and Reading Cloud**

£2500
£3000
£2000
£7302
£3000+£200

Total: £18,002

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**	**Review**
HLTA to provide support for	Individual needs identified and support provided	Language development has been identified as below	Provision Mapping Tool used to track intervention progress.	SENCO SLT	Training was completed with staff in order to

Speech and Language	as necessary focusing on Early Years and KS1.	average on entry to St Monica's. HLTA to assess using a range of resources such as FACT and Communication Progression Tool and make referrals where necessary.	Individual needs assessed as part of the six-weekly review	Class teachers	assess using the FACT document and the communication progression tool was introduced throughout the school not just in EYFS. The LIP (Language Intervention Programme) was purchased and used to asses need in EYFS. COVID- 19 curtailed support.
TA's trained to run the Rainbow Road/ Start Write intervention across the school particularly in EYs and KS1	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development and fine and gross motor skills have been identified as below average in Early Years and KS1.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	Interventions began in Rainbow Road and Start Write but these have been pushed into KS 2 where necessary COVID- 19 curtailed support.
Specialist TA used to continue	Identify pupil premium children	Pupil Premium children in Year 4 did not make	Provision Mapping Tool	Key Stage Leader	Specialist TA worked with and

to support progress in Year 5.	who did not make expected progress and support through intervention	expected progress in Year 3 and although progress was made in Year 4 they are still on average working below ARE Targeted work and personalised plans in place.	Pupil Progress Meetings	PP Leader SLT	planned for PP children in Year 5 and continue to plan and deliver session remotely throughout lockdown.
To continue to use Numeracy specialist teacher, dyslexia specialist and HLTA's to support development of basic skills	Identification of children who need support particularly in Upper KS2 to achieve Age Related Expectations.	Ensure that all children leave St Monica's with age appropriate skills in Literacy and Numeracy.	Identify children who have gaps in their learning and provide targeted support using Specialist Teachers and Higher Level Teaching Assistants. Dyslexia specialist teacher used to close gaps for identified children.	Key Stage Leaders Subject Leaders SLT Class teachers	PP children with specific need were identified in KS2 for support. COVID- 19 curtailed support. Specialist teachers did not provide support during lockdown. HLTA's continued to plan and send work to identified children and met with them remotely.

To continue to use Beanstalk Reading Programme for identified children	Pay for 3 children to take part in the beanstalk reading intervention carried out by a charity.	To enhance the enjoyment of reading for identified children. To build confidence, fluency and comprehension in reading	Children identified based on assessment data. Termly assessment monitoring Feedback from children	Literacy lead PP lead Class teachers	Beanstalk began half way through the Autumn term and 3 upper KS 2 children were identified for support. COVID-19 curtailed support.

Total budgeted costs to cover:
- **Rainbow Road/ Start Write**
- **TA costs**
- **HLTA costs**
- **Specialist teachers**
- **Beanstalk**

£473
£8803
£18,360
£4000
£640

Total: £32,276

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**	**Review**

HLTA to train as a Learning Mentor to provide Early Help for children and families.	Identification of children and families who would benefit from pastoral support e.g. Rainbows, Protective Behaviours, Drawing and Talking etc…	Children working with outside agencies such as CFP being identified as needing specific programmes such as 'Protective Behaviours' will be supported in school with a familiar adult rather than joining an external waiting list. Develop skills through Mental Health training and Restorative Lead Practitioner training. Identify children who have persistent absences and work with families to improved attendance.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review. Emotional Literacy assessments will be used to monitor progress. Half-termly meetings to discuss the needs of the children and the impact of the support. Referral forms completed by teachers, pupils and parents and evaluation forms completed at the end of a support period.	SENCO DSL SLT Teachers	COVID- 19 curtailed support. LM attended training and joined a Learning Mentor group which met every 6 weeks to discuss ideas and training was shared. Protective Behvaiours was completed with 2 children prior to lock down. During Lockdown, LM shared resources for staff and pupil well-being and created web page with links for parents to access. COVID- 19 curtailed support.

To continue to develop Breakfast Club for children who need a 'settled' start to the school day.	Breakfast club run by Learning Mentor and TA to provide breakfast and a 'calm' session prior to entering the classroom.	Children identified as having little or no breakfast and starting the school day unsettled.	Children identified based on individual/ family need. Termly reviews of the children and the impact on their day at school.	Learning Mentor SENCO DSL SLT	COVID-19 curtailed support.
Financial support for before school, after school clubs, school trips, uniform and transport.	To ensure all pupils have the opportunity to take part in extra-curricular activities and have the correct uniform.	Provide opportunities to children without families worrying about the financial costs.	Excel spreadsheet kept up to date of financial support provided for individual children. Pupil Interviews completed in Spring Term to assess individual need	PP Lead Office Staff SLT	Vouchers were provided to all families for the first two weeks of lockdown until the Government scheme started to run. Prior to lockdown:
Homework Packs for children eligible for FSM	Provide children with a homework pack as they are identified as being eligible for FSM	To ensure children have access to the equipment they need to complete home learning.	Half-termly monitoring of the eligible for FSM list. Homework packs created for children as they become eligible.	PP Lead Office Staff	Homework packs were provided to children who became eligible for PP funding up until lockdown. At the beginning of lockdown ALL PP children were provided

					with a Homework pack containing all the essentials they would need for home learning.
Development of the Healthy Minds Team across the school.	Develop procedures in school to support children's mental health	Providing support for children and families and to work closely with outside agencies,	Action plan for team Ensuring procedures in place such as well-being numbers	Healthy Minds Team	COVID- 19 curtailed support.

Total budgeted costs to cover:	
HLTA- Learning Mentor	**£5476**
Breakfast Club	**£250**
Financial Support	**£3000**
Homework Packs	**£1000**
Healthy Minds Team	**£1902** **Total: £11,628**

Assessment July 2017, July 2018 and July 2019

1. Outcomes for Year 6	JULY 17	July 18	July 19
	Pupils eligible for PP (15) *National Benchmark (ASP)*	*Pupils eligible for PP (17)* *National Benchmark (ASP)*	*Pupils eligible for PP (4)* *National Benchmark (ASP)*
% achieving expected and above in reading	73% ↑ 77%	95% ↑ 80%	0%
% achieving expected and above in writing	67%↑ 81%	88%↑ 83%	75%
% achieving expected and above in Maths	87% 80%	**75%↓** **81%**	75%
% achieving expected and above in GPS	67%↓	**94%↑**	75%