

**Pupil Premium funding plan 2019/20**

1. Summary information					
<b>School</b>	St Vincent's Catholic Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£21,120	<b>Date of most recent PP Review</b>	July 2019
				<b>Final review</b>	<b>July 2020</b>
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP</b> <b>Proportion of disadvantaged pupils</b>	12 6%	<b>Date internal mid-review of this strategy</b>	Dec 2019

2. Disadvantaged attainment for academic year 2018/19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	25%	57%
% making expected+ in reading	25%	61%
% making expected+ in writing	50%	78%
% making expected+ in mathematics	50%	74%

3. Disadvantaged pupil progress scores for academic year 2018/19	
<b>Measure</b>	<b>Score</b>
Reading	1.2
Writing	-4.9
Maths	-0.8
Ave score reading and maths	0.2

**4. Barriers to future attainment (for pupils eligible for PP)**

<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor oracy skills
<b>B.</b>	Written language skills are lower in PPG children across the school
<b>C.</b>	Behaviour: having a readiness to learning with good 'behaviour for learning' in school
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low attendance
<b>E.</b>	Poor home learning environments

**5. Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>
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The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Academic barriers**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A.</p> <p>Small group intervention delivered through 'reading fluency' programme.</p> <p>Use of HfL step sentences for Maths</p>	<p>Evidence of narrowing the gap in pupil's speaking and reading skills.</p> <p>Pupils use mathematical vocabulary with understanding</p>	<p>Pupils reading at expected level is low across the school.</p>	<p>Pupils are assessed during sessions and level of text is focused and steps up challenge weekly.</p> <p>Lesson observations of guided reading and maths lessons.</p>	<p>English Lead</p>	<p>Termly</p>

<p>B.</p> <p>Additional TA hours have been allocated to provide further support to PPG pupils with specific reading and writing difficulties.</p> <p>Let's Think in English strategies</p>	<p>Evidence of narrowing the gap in pupil's reading and writing</p>	<p>PPG pupil's spelling and ability to write in a range of genres is lower than non PPG.</p>	<p>PPG pupil's books are assessed daily and TA with teacher support provides targeted intervention.</p>	<p>AHT/SENDco English Lead</p>	<p>Termly</p>
<p>C.</p> <p>Increased participation in extra-curricular clubs over the year.</p> <p>121 Therapy sessions</p> <p>Small group sunshine circles therapy</p>	<p>Pupils are ready to learn and life experiences increase.</p>	<p>Many children at school have limited opportunities to broaden life experiences and develop personal interests.</p>	<p>Drop in observations/ learning walks Pupil conversations</p>	<p>SLT</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>11000</p>
<p><b>ii. Additional Barriers</b></p>					
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>D.</p> <p>We give a termly trophy to the class with the highest attendance. Individual weekly 100% attendance stickers.</p>	<p>Target of 95% attendance in PPG pupils</p>	<p>Attendance amongst PPG pupils is lower than other groups in 2018/19 academic year.</p>	<p>Attendance is tracked fortnightly and PPG pupils are closely monitored.</p> <p>Display to promote and celebrate attendance.</p>	<p>SLT</p>	<p>Half termly</p>

E. Offer workshops and support parents – Weekly ‘stay and learn’ sessions to run in the 2 <sup>nd</sup> half of each term.	Parental engagement increases the understanding and ability to support their child.	Parent forum raised school’s awareness of lack of understanding with set homework.	Participation and attendance at ‘stay and learn’ is reviewed. Personal invites used to encourage those identified parent/s families.	SLT/ Class teachers	
<b>Total budgeted cost</b>					3000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reading books purchased for PP pupils based on their personal interests.  Weekly on-line reading – First News  Subscription to Nessy, an online reading resource which supports phonics and spelling.	Identified pupils’ reading skills are improved. Pupils’ outcomes in reading improve.	To encourage pupils to read more challenging texts and to enjoy the experience. To allow children to access a range of reading texts.	Pupil conversations with pupils and feedback from reading walks.	HT	Half termly
School trips/ workshops and residential trips are subsidised to ensure access for all pupils.	Pupils’ offered a range of experiences and therefore opportunities and pupil’s knowledge is widened.	Disadvantaged pupils have access to a full range of extra-curricular activities.		HT	Termly
<b>Total budgeted cost</b>					4000

## 2. Review of expenditure

### i. Academic barriers

Action	Intended outcome	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)
A. Improve oracy skills	<p>Evidence of narrowing the gap in pupil's speaking and reading skills.</p> <p>Pupils use mathematical vocabulary with understanding</p>	<p>Reading and writing outcomes for PP 61% achieved expected or higher</p> <p>Year 6: 50 % (1 child) Year 5: 50% (1 child) Year 4: 83% (5 children) Year 3: 100% (2 children) Year 2: 33% (1 child) Year 1: 33% (1 child)</p> <p>The children who accessed the reading fluency intervention made good progress with many improving on their reading age by +2years</p> <p>Use of step sentence in daily maths lessons has increased the level and understanding of pupil's mathematical vocabulary.</p> <p>Maths outcomes for PP achieving expected or higher</p> <p>Year 6: 50 % (1 child) Year 5: 50% (1 child) Year 4: 67% (4 children) Year 3: 50% (1 child) Year 2: 33% (1 child) Year 1: 67% (2 children)</p>	<p>Children with SEN and are disadvantaged make some progress but not as rapidly and therefore the gap appears to widen.</p> <p>Next steps : Need to look at specific interventions to improve the spoken language, reading and writing of all SEND pupils</p> <p>The use of HfL diagnostic testing using a formative approach. Use of teaching materials to plan and support interventions.</p>

<p>B.</p> <p>Additional TA hours have been allocated to provide further support to PPG pupils with specific reading and writing difficulties.</p> <p>Implement Let's Think in English strategies</p>	<p>Evidence of narrowing the gap in pupil's reading and writing</p>	<p>Writing outcomes are the same as for reading.</p> <p>Teachers began to implement some of the Let's Think in English strategies but project had to be postponed once school closed as training could not be continued</p>	<p>Let's think in English training was interrupted by school closure and is booked to continue next academic year.</p>
<p>C.</p> <p>Increased participation in extra-curricular clubs over the year.</p> <p>121 Therapy sessions</p> <p>Small group sunshine circles therapy</p>	<p>Pupils are ready to learn and life experiences increase, and pupil's knowledge is widened.</p>	<p>24 children over autumn and spring term attended small group (8 pupils) sessions weekly with LTFC, focusing on PE combined with PSHE.</p> <p>15 Children in year 1 have had theraplay sessions which have supported their emotional resilience and taught them how to sustain relationships with their peers. 4 staff are now trained to deliver theraplay</p> <p>Children that have attended the above sessions have learnt how to manage their emotions, talk to an adult about how they are feeling and all have increased self-confidence. They are able to control their behaviours within the classroom and know they can talk to a trusted adult if they have a worry. All 8 children who received weekly 1:1 therapy sessions were observed to be better engaged in class learning and outside playtime behaviours improved dramatically.</p> <p>We had just started to use the Mindmap resources before lockdown, we will be ensuring they are used in every day practise when we return in September.</p>	<p>We will need to continue with theraplay in the new academic year.</p> <p>Mindmap resources have been developed in readiness for September to support children's well-being and mental health.</p>

**ii. Targeted support**

Action	Intended outcome	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)
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<p>D. We give a termly trophy to the class with the highest attendance. Individual weekly 100% attendance stickers.</p>	<p>Target of 95% attendance in PPG pupils</p>	<p>Attendance figures up to school closure in March remained stable and reached an average of 96.5%</p>	<p>The weekly stickers and sharing class results with whole school weekly as motivators worked extremely well. So should be continued into next year.</p>
<p>E. Offer workshops and support parents – Weekly ‘stay and learn’ sessions to run in the 2<sup>nd</sup> half of each term.</p>	<p>Parental engagement increases the understanding and ability to support their child.</p>	<p>The Mindmap workshops run on 6/2/20 was attended by 33 parents  76 (44%) parents attended the stay and learn reading sessions. Feedback responses were very positive, most stating that having the opportunity to be part of a lesson with their child was very useful.</p>	<p>Maths stay and learn year group sessions had to be postponed due to school closure. Based on parental engagement and success it would be worth running these next academic year.</p>
<p><b>iii. Other approaches</b></p>			
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>

<p>Reading books purchased for PP pupils based on their personal interests.</p> <p>Weekly on-line reading – First News</p> <p>Subscription to Nessy, an online reading resource which supports phonics and spelling.</p>	<p>Identified pupils' reading skills are improved. Pupils' outcomes in reading improve.</p>	<p>All children in KS2 have accessed weekly newspaper reading, with many children observed choosing to read the papers during quiet reading time.</p> <p>All PP children received a book of their own choice to read and keep</p> <p>The whole school reading challenge could not be launched due to school closure</p> <p>Nessy has been a valuable resource over the year especially during lockdown as the majority of our children have accessed it and improved their outcomes. 66% of PP pupils actively engaged with Nessy during lockdown on a daily basis.</p>	<p>Continue with newspaper subscription because this offers children a broader range of reading materials.</p> <p>Launch reading challenge across school as books for all classes are now in stock.</p>
<p>School trips/ workshops and residential trips are subsidised to ensure access for all pupils.</p>	<p>Pupils' offered a range of experiences and therefore opportunities and pupil's knowledge is widened.</p>	<p>Successful PGL residential trip for year 6 took place</p> <p>Year 5 visited the space station in Leicester which directly linked into their topic on Earth and Space</p> <p>For both trips the school ensured that all pupils attended by subsidising.</p> <p>Most other trips scheduled to take place between March and July were cancelled due to school closure and covid 19 guidance.</p>	<p>Trips to enhance learning to be planned into school year once covid guidance allows.</p>