



# Pupil premium strategy statement (Primary)

1. Summary information					
School	St. Columba's Roman Catholic Primary School Wallsend				
Academic Year	2019-2020	Total PP budget	£54, 080 Financial year	Date of most recent PP Review	Sept 2019
Total number of pupils	208 (R-Y6)	Number of pupils eligible for PP	See below	Date for next internal review of this strategy	January 2020

Eligibility Criteria	Total number of pupils		
EYPP (Nursery)	1		
FSM	35		
Ever 6	5		
LAC	4		
<b>Total number of PP</b>	<b>40 (19%)</b>		
Reception – 3 (1.4%)    Year 1 – 4 (1.9%)    Year 2 – 9 (4.3%) Year 3 – 7 (3.3%)    Year 4 – 6 (2.9%) Year 5 – 7 (3.3%)    Year 6 – 4 (1.9%)	1 – EYPP	<b>40 – PP</b>	4 – LAC (3 of whom also receive PP)
Links to SEND			
SEND register + PP	10		
SEND register + PP + LAC	1		
SEND register + LAC	1		
<b>Total number of SEND register + PP / LAC</b>	<b>10 = 40% of SEND register</b>		
SEND monitoring + PP	9		
SEND monitoring + PP + LAC	1		
SEND monitoring + LAC	0		
<b>Total number of SEND monitoring + PP / LAC</b>	<b>9 = 32% of SEND monitoring</b>		

2. Current attainment		
<b>Key Stage 2 (6 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school – 22 pupils)</i>
% achieving in reading, writing and maths (EXS)	<b>40%</b>	<b>41%</b>
% making progress in reading (EXS)	<b>80% - 103.3 AvSS</b>	<b>61% - 100.9 AvS5</b>

% making progress in writing (EXS)	100%	70%
% making progress in maths (EXS)	60% - 100.3 AvSS	57% - 100.5 AvSS
% making progress in GPS (EXS)	100% - 102.3 AvSS	74% - 104.6 AvSS

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Social Care Needs: Complex family circumstances mean that some families in school are supported by external agencies and have EHAs in place. They require support from school to help them to address their children's learning. Due to this, some of our pupils show little resilience in their learning.
<b>B.</b>	There is a strong link between those pupils with SEND and PP
<b>C.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils – 'Speaking' and 'Understanding'. Attainment on entry for PP children is broadly below that of non PP children. There has been an increase in the number of children entering EYFS with complex SEND. This includes pupils with no previous external agency or health involvement. This has resulted in a high level of unplanned support being needed for some children with complex needs, including some children eligible for PP, three of whom have EHAs in place.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Increase levels of parental support and understanding of how to help with homework, maths strategies, phonics and reading at home.  Monitor attendance and punctuality of identified groups of pupils. Use support of outside agency e.g. attendance officer at Clennell Education Solutions to support families who find morning routines difficult.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress in maths and increase Average Scaled Scores in Reading, Writing and Maths for KS2 pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in RWM bringing Scaled Scores in line with NA. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
<b>B.</b>	Provide additional support for PP SEN pupils	PP pupils on the SEN register make progress each term. This is measured using the Hodder Scale.
<b>C.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>D.</b>	Increase levels of parental support and understanding of how to help with homework, maths strategies, phonics and reading at home.	Monitor attendance at curriculum evenings. Organise open afternoons for maths, phonics and reading strategies. Offer booklets with 'handy hints and tips' along with resources to support academic achievement at home. Organise 'stay and play' sessions in EYFS.

5. Planned expenditure					
Academic year	2019-2020				
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?
Improved attainment and progress in maths and reading  Staff training on developing oracy for lower attaining pupils in EYFS.	Staff training – especially for TAs new to EYFS and KS1:  Read, Write Inc training BLAST training BRP training Dyslexia training Over and Over project	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning.	Head  SLT	Ongoing throughout the year as training courses are attended and theory put into practice.
Strategies to close the gap and intervention programmes to support PP pupils delivered by trained staff	Whole staff CPD Maths alongside training from Great North Maths Hub	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.			
Known costs to date:  Delivery of the Over and Over project = £1,456 Release 2 members of staff to be part of the Maths Hub Teacher Research Group = £1,734 Skilled TA intervention - £10,000 Read, Write Inc resources, training and intervention- £8,000				<b>Total budgeted cost</b>	<b>£21, 190</b>

**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?
A. Improved progress for PP pupils in Maths and Reading	<p>Weekly small group sessions in maths and reading with TA and experienced teacher, in addition to lessons.</p> <p>1:1 feedback sessions from Y6 class teacher responding to feedback and marking and formative/summative assessment data for Maths and English</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths co-ordinator.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Success@arithmetic Calculation Intervention training</p> <p>1:1 sessions with class teacher</p> <p>BRP sessions</p>	<p>Y6 teacher and maths coordinator</p> <p>English lead</p> <p>SLT</p> <p>Intervention Lead</p>	<p>July 2020</p>
B. Intervention groups and booster support groups in Y6	<p>During the spring term, intervention and booster groups will be delivered in Y6 with two members of teaching staff. Targeted support will be planned and impact monitored.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Y6 class teacher to organise groups between himself, the additional teacher and the TA. This will in response to marking and feedback and assessment data.</p> <p>Booster breakfast club sessions will be organised to target identified groups of pupils.</p>	<p>Y6 teacher and DHT</p> <p>HT</p>	<p>July 2020</p>

<p>C. Provide additional support for PP and SEN pupils</p>	<p>Next Steps Counselling service provision to support emotional wellbeing and improve attitudes to learning</p> <p>Additional 1-1 support from specialist intervention teacher</p> <p>Specialist teaching from a drama teacher to deliver aspects of the English and PHSE curriculum</p>	<p>Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning.</p> <p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils.</p> <p>In order to develop their confidence, resilience and self-esteem, a specialist drama teacher runs an hour's session once a week.</p>	<p>SENCo and Intervention teacher will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional and academic development.</p> <p>The intervention team will have weekly meetings to ensure the provision is supporting all PP with SEN</p>	<p>SENCo</p> <p>Intervention teacher</p> <p>School Counsellor from Next Steps Counselling</p> <p>Specialist drama teacher</p>	<p>January 2020 April 2020 July 2020</p>
<p>D. Increasing the number of PP pupils reaching a greater depth across the curriculum</p>	<p>SLT and G&amp;T lead to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard.</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools.</p> <p>We have focused on maths, especially working with the Great North Maths Hub. School will source 'More Able' days of which 4 out of the PP pupils in Y5 ad 6 will be eligible to attend.</p>	<p>1:1 teaching time and review sessions with Y6 teacher and maths coordinator.</p> <p>Produce a list of targeted pupils and track progress.</p> <p>Targeted Y5 / 6 pupils (mainly girls) to attend More Able maths day.</p>	<p>Y6 teacher and DHT</p> <p>English and Maths Lead</p>	<p>January 2020 April 2020 July 2020</p>
<p>E. Improved oral language skills in Reception</p>	<p>Staff training on developing oracy for the PP pupils in EYFS: Deliver small group intervention in BLAST and Read, Write, Inc Possibility of beginning the NELI project in Reception.</p>	<p>PP are making less progress than others in speaking and listening in EYFS. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>EYFS lead will take a lead on ensuring pupil outcomes are improving and that the provision supports their academic development</p>	<p>Mrs McGrady</p>	<p>January 2020 April 2020 July 2020</p>

Known costs to date: Next Steps Counselling Service - £3800 (38 x £100 for full year) Booster classes - £2000 SENDCo working throughout the school (EHA meetings and intervention 1:1 sessions) - £8,956 Clennell Education Solutions CPD - £1800 Drama sessions - £280	<b>Total budgeted cost</b> £16, 836
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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?
Increase parental engagement through workshops	<p>Class teachers and subject leads to deliver workshops for parents.</p> <p>Support parents with maths and phonics strategies to share at home.</p> <p>Support from Clennell Education Solutions Attendance Officer</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust).</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment.</p> <p>Support and strategies offered to parents who find morning routines problematic in terms of attendance and punctuality</p>	<p>Attendance information at workshops to be analysed.</p> <p>Attendance support given individually to parents</p> <p>Maths in Action mornings</p>	<p>SLT</p> <p>Maths coordinator</p> <p>All staff</p> <p>Attendance Officer</p>	July 2020
Enable PP children to have full access to a broad and balanced curriculum including extra-curricular activities	<p>Pupils in Y5 and Y6 in receipt of PP funding attend residential and educational visits.</p> <p>Attendance at the Christmas Pantomime</p> <p>Swimming Tuition</p> <p>Resources to enhance curriculum provision</p> <p>Attendance at Breakfast Club</p>	<p>Requirements of the OAA and swimming aspects of PE curriculum were met and PP pupils were given an opportunity they might not have otherwise been able to partake in.</p> <p>PP pupils were given an opportunity they might not have otherwise been able to partake in.</p> <p>PP children are given access to a range of resources they may not otherwise have.</p>	Discussions with School Business Manager to identify and support pupils who are eligible for PP funding with extra-curricular activities and residential trips.	All staff	July 2020

Ensure lunchtime supervisors are fully equipped to support pupils with ASD / ADHD on playground during social interaction times	Training sessions identified where strategies and support will be given in order for lunchtime supervisors to aid smooth interactions on playground	Improved social and emotional presentation of pupils during social interaction times.	Lead lunchtime supervisor to liaise with SMT. Meetings with all lunchtime supervisors will be held weekly. Monitoring on the playground	Lunchtime supervisors SMT	Termly
Known costs to date:				<b>Total budgeted cost</b>	<b>£10,655</b>
<p>High Borrans - £795 (3 x £265 Y6 pupils)</p> <p>Holy Island - £450 (5 x £90 Y5 pupils)</p> <p>Uniform - £60 (to date 2 pupils have used their £30 per head funding towards uniform costs)</p> <p>Pantomime - £400 (all children from Reception to Y6 attended the annual pantomime)</p> <p>Other trips / visits - £300</p> <p>Swimming - £? (swimming tuition will take place in May / June for Y5/6 pupils)</p> <p>Free Breakfast Club places – on average – 10 a day = £5,700 per year</p> <p>Resources e.g. car seat - £1000</p> <p>Lunchtime Supervisor training from CES (ASD / ADHD) - £450</p> <p>Attendance Officer – CES - £1500</p>					

Spends to date (reviewed January 2020) = **£48,681**

Left in cost centre to July 2020 = **£5,399**