



### Key Priorities Statement

A key priority for Our Lady & St Edwards in 2018/19 is to continue reducing the inequality of outcomes due to the socio-economic backgrounds of our pupils and to continue to diminish the differences between the educational outcomes of pupils from different backgrounds. The use of the Pupil Premium Funding is an important tool in addressing this.

Pupil Premium is money allocated to schools by the government for the specific purpose of supporting pupils from disadvantaged backgrounds, to ensure that they have full and equal access to educational opportunities.

Our Lady & St Edwards has been allocated £80,520 for the academic year 2018/2019. This grant will be used for each pupil currently or previously entitled to free school meals (or 'FSM' pupil,) and each pupil who has been adopted. (Our Lady & St Edward's currently have no 'Looked After' children or Service Family Children).

This funding is additional to the main academy budget funding we use to support this area of work.

**What do we expect to see?** Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress, especially in Maths and English specifically reading for understanding;
- Continue to diminish the differences between school and the national average;
- Access activities offering Welfare and Emotional Support

1. Summary information					
<b>School</b>	Our Lady & St Edward Primary and Nursery Catholic Voluntary Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£80,520	<b>Date of most recent PP Review</b>	April 2019-
<b>Total number of pupils</b>	241	<b>Number of pupils eligible for PP</b>	68	<b>Date for next internal review of this strategy</b>	Oct 2019

Review Timetable	
January 2019	Review the impact of Advent 2018 provision and spending and make adjustments for the spring term
April 2019	Review the impact of Lent 2019 provision and spending and make adjustments for the summer term
July 2019	Review the impact of Pentecost 2019 provision and impact at Pupil Progress meetings to set targets for the Advent term 2019
October 2019	Review the impact of 2018/19 provision and spending
November 2019	Publish 2019/20 Pupil Premium Strategy

Previous performance of disadvantaged pupils making expected progress									
	2015			2016			2017		
	School D % (17)	School All % (27)	National All %	School D % (19)	School All % (31)	National All %			
% of pupils making expected progress in Reading	88%	89%	91%	89%	87%	66%			
% of pupils making expected progress in Writing	94%	89%	94%	79%	77%	74%			
% of pupils making expected progress in Maths	88%	89%	90%	100%	94%	70%			

Previous performance of disadvantaged pupils making more than expected progress									
	2015			2016			2017		
	School D %	School All %	National Non-D%	School D %	School All %	National All %			
% of pupils making more than expected progress in Reading	44%	40%	33%	11%	10%	19%			
% of pupils making more than expected progress in Writing	50%	44%	36%	0	0	15%			
% of pupils making more than expected progress in Maths	38%	24%	34%	11%	13%	17%			

School D = School Disadvantaged Pupils      School All = School All Pupils      National All = National All Pupils

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Forever FSM pupils eligible for Pupil Premium attainment is lower than other pupils in reading (PP -62%, NON PP – 71%) and writing (PP – 60%, NON PP – 64%)	
<b>B.</b>	Forever FSM pupils eligible for Pupil Premium attainment is lower than other pupils in maths in year 4 -6 (PP – 75%, NON PP - 81%)	
<b>C.</b>	Support for pupils to reach the higher standard in RWM at the end of KS1 & KS2	
<b>3. External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Although attendance is comparable to NON PP pupils, parental engagement is not as strong for pupils outside of school. Parents attendance at school events is increasing and there is good support at parents evenings. However, parents are still not consistently hearing their children read /complete homework tasks outside of school and this is hindering pupils progress in reading comprehension and retention of skills eg spellings number facts learnt in school.	
<b>E.</b>	PP children can suffer from low esteem and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers.	
<b>F.</b>	There can be a lack of enrichment opportunities outside of school compared to NON PP children due to financial constraints at home or the lack of opportunities made available to them	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve attainment for disadvantaged pupils in reading and writing so a higher % of pupils reach expected standard at the end of KS2	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that progress is as good as other pupils.
<b>B.</b>	Improve attainment for disadvantaged pupils in maths so a higher % of pupils reach expected standard at the end of KS2	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that progress is as good as other pupils
<b>C.</b>	Improve attainment for disadvantaged pupils in maths so a higher % of pupils reach expected standard at the end of KS2	Those pupils with emotional needs are able receive support from The Education Tree./1-1 Mentoring Programme/Chaplaincy & Buddy Teams.
<b>D.</b>	Punctuality and attendance to remain at a high level. Good levels of parental engagement at school events. Parents having the confidence to support their children with homework tasks	Attendance percentage for PP comparable with NON PP Parents attendance of PP comparable with NON PP

		Parents attending workshops meetings to support with helping their children at home.
<b>E.</b>	<p>Deployment of highly trained staff from The Education Tree to work regularly with individual / small groups of children and providing regular feedback to class teachers, teaching assistant and SLT of factors which may be a factor within the classroom on the playground.</p> <p>Deployment of Chaplaincy provision to support with pastoral care</p> <p>Pupil groups in school supporting peers eg Playground Buddy, School Councillors, etc</p>	Raising the confidence and belief in the abilities of PP children and breaking down social, emotional and behavioural barriers thus helping to raise attainment levels and improve learning behaviours.
<b>F.</b>	<p>Funding places for PP children in extra-curricular clubs and activities, including education visits and residential which take place both in and out of school day.</p> <p>PP to be given items of school uniform at the beginning of the school year or where appropriate</p>	Giving PP children the opportunity to access activities/ equipment that help develop the 'whole child' and put them on an equal footing with non-PP children.

5. Planned expenditure: Quality first teaching						
Academic year	2018-19					
A & B	Estimated number of Pupils: 50					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation? Cost	IMPACT JULY 2019
<b>A B C</b> Improved outcomes for all pupils in receipt of PP in Maths and English	1:1 or Small group support 4 days a week by qualified teachers, 1 day a week by HT	Data analysis shows a gap in their attainment and progress levels. Responding to evidence from data. Target high quality interventions to help in narrowing this gap and provision of high quality feedback	Monitoring timetable – work trawls and lesson observations Data collection at 4 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times throughout the year.	RB JG	Termly  £44,625	<b>END OF KEY STAGE 2 11 pupils</b>  <b>Reading:</b> PP: 64% & 27% Non PP: 81% & 43%  <b>Writing:</b> PP:64% & 18% Non PP: 81% & 19%  <b>Maths:</b> PP: 64% & 18% Non PP: 81% & 38%  <b>RWM:</b> PP: 64% & 18% Non PP: 76% & 14%

<p><b>A</b> Improved outcomes for all pupils in receipt of PP in English</p>	<p>Volunteer readers come into school weekly to hear readers in KS1 &amp; KS2 with a focus on Pupil Premium pupils; focus on understanding for reading.</p>	<p>Data analysis shows a gap in their attainment and progress levels.</p>	<p>Monitoring timetable – work trawls and lesson observations Data collection at 4 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times each year.</p>	<p>RB JG RS</p>	<p>Termly  No additional cost</p>	<p>Attainment Reading Yr 1: (5) 80% &amp; 0% Yr 2 (11) 81% &amp; 36% Yr 3: (6) 83% &amp; 17% Yr 4: (11) 64% &amp; 13% Yr 5: (15) 80% &amp; 20% Yr 6: (11) 64% &amp; 27%</p>
<p><b>A</b> Improved outcomes for all pupils in receipt of PP in English</p>	<p>Daily one to one reading depending on need with TA/Class Teacher (Includes precision teaching) Target high quality interventions to help in narrowing this gap in writing and provision of high quality feedback.</p>	<p>Data analysis shows a gap in their attainment and progress levels.</p>	<p>Monitoring timetable – work trawls and lesson observations Data collection at 4 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times each year.</p>	<p>RB JG RS</p>	<p>Termly  No additional cost</p>	<p>Attainment Writing Yr 1: (5) 80% &amp; 0% Yr 2: (11) 82% &amp; 27% Yr 3: (6) 67% &amp; 17% Yr 4 (11) 64% &amp; 9% Yr 5 (15) 74% &amp; 13% Yr 6: (11) 64% &amp; 18%</p>
<p><b>A B</b> Improved outcomes for all pupils in receipt of PP in English and Maths</p>	<p>Small group support from class teacher or experienced Teaching Assistant</p>	<p>Data analysis shows a gap in their attainment and progress levels.</p>	<p>Monitoring timetable – work trawls and lesson observations Data collection at 4 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times each year.</p>	<p>RB JG RS</p>	<p>Termly  No additional cost</p>	<p>Attainment Maths Yr 1 (5) 80% &amp; 0% Yr 2 (11) 91% &amp; 36% Yr 3: (6) 83% &amp; 17% Yr 4: (11) 64% &amp; 0% Yr 5 (15) 80% &amp; 27% Yr 6: (11) 64% &amp; 18%</p>
<b>Total budgeted cost</b>						<b>£44,625</b>

## 6. Planned expenditure: Targeted support

Academic year	2018-19					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation?	IMPACT JULY 2019
<p><b>D</b> Implement strategies to sustain the attendance rates for pupils eligible for PP who are below the target rate of 96%.</p>	<p>Effective use of a Education Welfare Officer to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance.</p>	<p>Research shows that good attendance in school contributes to good levels of attainment</p>	<p>Admin staff keep a record of pupils who arrive late to school and monitor vigorously patterns and trends of individual pupils. EWO visits school weekly and reports attendance data to HT First day phone calls home when pupils are not in school Letters sent to parents when pupils attendance drops below expected % Meetings arranged with parents to discuss attendance concerns (below 90%)</p>	<p>RB JG NT TB</p>	<p>Half termly  £2,454</p>	<p>Introduced class attendance of week award, announced in Assembly and newsletter.  Attendance % pf PP is 97.4% compared to 97.3% school.</p>

<p><b>E</b> Improving esteem and confidence levels to achieve higher rates of progress</p>	<p>Welfare / Emotional Support &amp; Social Skills Groups – provided by trained staff from The Education Tree Development of nurture groups to help improve levels of self-esteem.</p>	<p>The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school.</p>	<p>Weekly feedback with Sheena. Impact monitored termly by SENDCo and SLT Pupil Voice to monitor impact of intervention</p>	<p>RB JG RT</p>	<p>Half Termly  £3,780</p>	<p>Pupil voice indicates children are supported by this provision and are given strategies to cope / deal with certain situations at school and at home.</p>
<p><b>E</b> Improving esteem and confidence levels to achieve higher rates of progress</p>	<p>Welfare / Emotional Support through Trust Chaplaincy Team</p>	<p>Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all</p>	<p>Monitored through weekly chaplaincy meetings. Pupil Voice to monitor impact of intervention</p>	<p>RB JG RT MM</p>	<p>Half Termly review with HT.  £5,848</p>	<p>Pupil voice indicates this provision supports them with life choices and values.</p>
<p><b>E</b> Improving esteem and confidence levels to achieve higher rates of progress</p>	<p>1-1 Mentoring Programme delivered 1x/week</p>	<p>This is a program designed to improve co-ordination skills. It has been adapted to support pupils with concentration and those who find settling into the daily routine school difficult due to external factors.</p>	<p>Pupil Diaries monitored half termly by SENDCo and SLT Pupil Voice to monitor impact of intervention</p>	<p>RB JG RT NV</p>	<p>Half Termly  £1,450</p>	<p>Pupils confidence and concentration increased due to these sessions. All pupils made progress academically</p>



<b>E</b> Improving esteem and confidence levels to achieve higher rates of progress	Welfare / Emotional Support through the Sports Leaders and Buddy Teams to develop friendships, team building skills on the playground.	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all.	Monitored through weekly Buddy meetings with HT Pupil Voice to monitor impact of intervention	RB JG	Termly review with HT  £2,925	Sports leaders / Playground buddies include all children in activities. Target children spoke of enjoying friendships and playtime as result of intervention.
<b>Total budgeted cost</b>						£16,457

<b>7. Planned expenditure: other approaches</b>						
<b>Academic year</b>	<b>2018-19</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring &amp; Evaluation?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
<b>F</b> An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints	PP pupils will be given two school jumpers, PE kit and Book bag at the start of the year School to use PP funding to provide places in after breakfast club, after school clubs, support with payment for education and residential visits	Children wear uniform that is too big or too small. Wearing the correct uniform makes the children feel proud they are part of our school. Often PP children do not have breakfast before coming to school and research shows breakfast is an important start to the day to sustain energy and good moods	Monitor attendance of breakfast clubs / after school clubs, keep record of PP children's attendance. Pupil Voice to monitor impact of intervention	RB JG RT TB	Termly or where appropriate eg when a visit is being planned – costing is taken into account	£2,000 for uniform. 15% off for trips including overnight visits Year 6 hoodies Milk subsidised Breakfast Club subsidised

		All children are given an equal opportunity to participate in school activities.				for whole year After school club subsidised for whole year
<b>Total budgeted cost</b>						
<b>Total overall cost</b>						<b>£80,520</b>

8. Review of expenditure						
<b>Academic year</b>	<b>2017-18</b>					
<b>A &amp; B</b>	<b>Estimated number of Pupils: 45</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring &amp; Evaluation? Jan 2018 July 2018</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
A & B	1:1 or Small group support from specialist tutor	Stats from 2017 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Small groups: Y6/Y5/Y4/Y3	Literacy & Maths Coord /	Termly	£63,886

	(Delivered x2 weekly by qualified teachers: x3 1:1, HT groups KS2, DHT Groups KS1)	achieving at the expected and higher and others @ RWM.	Y2/Y1 1:1: Y4 & 5 This has continued throughout the year and will do so next year. This year was the 1 <sup>st</sup> year the school achieved the Higher Standard in RWM.	Head Teacher		
B	Volunteer readers come into school weekly to hear readers in EYs, KS1 & KS2 with a focus on Pupil Premium pupils; focus on understanding for reading.	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Volunteer readers continue to come into school weekly. Volunteers continue to come into school weekly. We need more volunteers next year. We also have a lady from the School Readers Project with us from September and will focus on EAL pupils	Literacy Coord & Head Teacher	Termly	No additional cost
A & B	Small group support from class teacher or experienced Teaching Assistant	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Interventions have been reviewed form the autumn term during Pupil Progress meetings. This is on-going on a daily basis and will continue next year	Literacy & Maths Coord / Head Teacher	Termly	No additional cost
B	Daily one to one reading depending on need with TA/Class Teacher (Includes precision teaching)	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Teachers hear pupils read regularly and this is monitored by SLT This is having a positive impact on pupils reading and we are beginning to see termly reading results improve over time.	Literacy Coord & Head Teacher	Termly	No additional cost

A & B	Specialist DHT support for Y2 to improve the progress of the Most Able pupils to ensure that at least 10% achieve higher standard at RWM 2018.	Stats from 2017 SATs results show that for pupils at the end of KS1 there is a gap between those pupils achieving at the expected and higher and others @ RWM.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. DHT supported during the autumn term 2017. AHT supporting summer term.	Literacy & Maths Coord / Head Teacher	Termly	£5,983
A & B	1:1/group support for pupils in Y3 to diminish gaps from Y2 in writing.	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others in writing.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. DHT supporting Y3 from Dec 2017 x2/week. Y3 are still a poor cohort however, their behaviour and attitude to learning has improved this year. They will continue to receive support next year.	Literacy Coord & Deputy Head Teacher	Termly	£8,264
<b>Total budgeted cost</b>						<b>£78,133</b>

<b>9. Planned expenditure: Targeted support</b>						
<b>Academic year</b>	<b>2017-18</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring &amp; Evaluation?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>

C	Fun Fits Programme delivered by trained TA 3x/week	This is a program helps improve co-ordination skills and has been adapted to support pupils with concentration and those who find settling into the daily routine school difficult.	Monitored half termly by SENCo This is being taken on in the Spring term by the P.E coordinator as there was not enough time for the TA to manage this during the week. Did not run in the Summer term due to time and personnel issues.	Sports Coordinator/SENCo	Half Termly	£1,450
C	Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA.	The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school.	Monitored termly by ELSA and SENCo ELSA has resigned and this role will need to be filled asap. This has been filled by a worker from Education Tree. Staff and pupils are positive about her input and this will continue next year.	SENCo	Termly	£7,876
C	Welfare / Emotional Support through Chaplaincy Team	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all	Monitored through weekly chaplaincy meetings with ELSA R.E coordinator to support the Chaplaincy team. Meeting x1/week along with the Trust Chaplaincy coordinator. Chaplaincy is on-going and a success of the school. A new team is in place for 2018-19.	R.E Coord & SENCo/ Head teacher.	Termly review with HT.	£5,688

C	Welfare / Emotional Support through the Buddy Teams	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all.	Monitored through weekly Buddy meetings with ELSA R.E coordinator to support the Buddy team. A new team is in place for 2018-19. Again this is a strength of the school and popular with the children.	R.E Coord/ SENCo & Head teacher.	Termly review with HT	£150
<b>Total budgeted cost</b>						£15,164

10. Planned expenditure: other approaches						
Academic year	2017-18					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation?	Cost
D	Weekly Attendance checks and Late Gates	EWO supports those pupils whose attendance falls below 90%. The strategy has been successful over time and attendance rates for the whole school are 97%. The EWO supports with Late Gates and this has helped to modify the lateness of some pupils.	The school will continue with this strategy to ensure that attendance continues to maintain high rates and that those pupils who are P.P are not disadvantaged by not being in school or coming late. EWO off sick since Dec 2017 and therefore there have not been any attendance meetings with parents taking place. Attendance is still high and celebrated at half termly assemblies. Attendance is high @ 97.06% across the school.	EWO/ Admin staff/HT	Weekly & Half termly at FGB meetings	£2,927

D	Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school	Half termly meetings take place with parents, the EWO and the HT. This ensures that parents are aware of their child's rate of attendance and sets a standard right for the start of the child's school life for good attendance.	The academy has been successful in engaging parents in these meetings and ensuring that parents of children who are persistently absent/late are held accountable for this. EWO off sick since Dec 2017 and therefore there have not been any attendance meetings with parents taking place. Attendance is still high and celebrated at half termly assemblies. These take place where necessary and home visits also take place where necessary.	EWO/ Admin staff/HT	Half termly meetings with parents	As above
<b>Total budgeted cost</b>						£2,927
<b>Total overall cost</b>						£96,224

