



Key Priorities Statement

A key priority for Our Lady & St Edwards in 2019/20 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 and future destinations 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 £76,560 for the academic year 2019/2020. 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					
School	Our Lady & St Edward Primary and Nursery Catholic Voluntary Academy				
Academic Year	2019-20	Total PP budget	£76,560	Date of most recent PP Review	October 2020
Total number of pupils	258	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Completed

Review Timetable	
January 2020	Review the impact of Advent 2019 provision and spending and make adjustments for the spring term
April 2020	Review the impact of Lent 2020 provision and spending and make adjustments for the summer term
July 2020	Review the impact of Pentecost 2020 provision and impact at Pupil Progress meetings to set targets for the Advent term 2020
October 2020	Review the impact of 2019/20 provision and spending
November 2020	Publish 2020/21 Pupil Premium Strategy

Previous performance of disadvantaged pupils making expected progress									
	2017			2018			2019		
	School D % (16)	School All % (31)	National All %	School D % (9)	School All % (30)	National All %	School D % (11)	School All % (32)	National All %
% of pupils making expected progress in Reading	75%	74%	71%	78%	73%	75%	64%	75%	73%
% of pupils making expected progress in Writing	75%	80%	76%	78%	73%	78%	64%	75%	78%
% of pupils making expected progress in Maths	75%	77%	75%	89%	80%	76%	64%	78%	79%
% of pupils making expected progress in RWM	63%	65%	61%	67%	70%	64%	64%	72%	65%

Previous performance of disadvantaged pupils making more than expected progress									
	2017			2018			2019		
	School D % (16)	School All % (31)	National All%	School D % (9)	School All % (30)	National All %	School D % (11)	School All % (32)	National All %
% of pupils making more than expected progress in Reading	19%	13%		11%	16%	28%	27%	38%	27%
% of pupils making more than expected progress in Writing	13%	16%		11%	16%	20%	18%	19%	20%
% of pupils making more than expected progress in Maths	6%	13%		22%	30%	24%	18%	31%	27%
% of pupils making more than expected progress in RWM	0%	0%		11%	13%		18%	16%	11%

2. 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.	Forever FSM pupils eligible for Pupil Premium attainment is lower than other pupils in reading (PP -64%, NON PP – 75%) and writing (PP – 64%, NON PP – 75%)	
B.	Forever FSM pupils eligible for Pupil Premium attainment is lower than other pupils in maths in year 4 -6 (PP –64%, NON PP - 78%)	
C.	Support for pupils to reach the higher standard in RWM at the end of KS1 & KS2	
3. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Although attendance is high and is comparable to NON PP pupils, parental engagement is not as strong for some pupils outside of school. Parents attendance at school events continues to increase 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.	
E.	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.	
F.	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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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
C.	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 our trained ELSA, 1-1 Mentoring Programme/Chaplaincy & Buddy Teams.
D.	Punctuality and attendance to remain at a high level.	Attendance percentage for PP comparable with NON PP

	<p>Good levels of parental engagement at school events. Parents having the confidence to support their children with homework tasks</p>	<p>Parents attendance of PP comparable with NON PP Parents attending workshops meetings to support with helping their children at home.</p>
E.	<p>Deployment of highly trained staff 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. Deployment of Chaplaincy provision to support with pastoral care Pupil groups in school supporting peers eg Playground Buddy, School Councillors, etc</p>	<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.</p>
F.	<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. PP to be given items of school uniform at the beginning of the school year or where appropriate</p>	<p>Giving PP children the opportunity to access activities/ equipment and opportunities that help develop the 'whole child' and put them on an equal footing with non-PP children.</p>

5. Planned expenditure: Quality first teaching						
Academic year	2019-20					
A & B	Estimated number of Pupils: 58					
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 2020
A B C Improved outcomes for all pupils in receipt of PP in Maths and English	1:1 or Small group support 2 days a week by qualified teacher, 1 day a week by HT, 1 day a week by LOLAD	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 3 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times throughout the year.	CS RB JG	Termly £38,526	END OF KEY STAGE 2 15 pupils Reading: 12/15 ARE 4/15 GD Writing: 13/15 ARE 1/15 ARE Maths: 13/15 ARE 2/15 GD RWM: 12/15 ARE 1/15 GD
A Improved outcomes for all pupils in receipt of PP in English	Volunteer readers come into school weekly to hear readers in KS1 & KS2 with a focus on Pupil Premium pupils; focus on understanding for reading.	Data analysis shows a gap in their attainment and progress levels.	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.	RBy JG RB	Termly No additional cost	Each class from Year 2- 6 has at least an hour a week support. Focus on children who are not heard reading at home. Due to Covid this ceased in March 2020. No visitors allowed into school currently.

<p>A Improved outcomes for all pupils in receipt of PP in Reading</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 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 3 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times each year.</p>	<p>RB JG</p>	<p>Termly No additional cost</p>	<p>Non PP / PP Yr 1; 79% / 67% Yr 2: 62% / 80% Yr 3: 80% / 92% Yr 4: 69% / 83% Yr 5: 79% / 46% Yr 6: 65% / 80%</p>
<p>A B Improved outcomes for all pupils in receipt of PP in 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 3 agreed points throughout the year – comparisons made between PP and NON PP Pupil progress meetings arranged 4 times each year.</p>	<p>RB JG</p>	<p>Termly No additional cost</p>	<p>Non PP / PP Yr 1; 79% / 83% Yr 2: 62% / 80% Yr 3: 75% / 92% Yr 4: 62% / 83% Yr 5: 79% / 46% Yr 6: 76% / 87%</p>
Total budgeted cost						£38,526

6. Planned expenditure: Targeted support

Academic year	2019-20					
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 2020
D Implement strategies to sustain the attendance rates for pupils eligible for PP who are below the target rate of 96%.	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.	Research shows that good attendance in school contributes to good levels of attainment	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 90% Meetings arranged with parents to discuss attendance concerns (below 90%)	RB JG NT TB	Half termly £2,833	Attendance: At the end of Lent term All Pupils 97% (+0.6) FSM: 96.7% (+0.1) slight increase from Advent Term Persistent Absences: All Pupils: 4.7% (-3.15) FMS: 3.8% (+1.2) Meetings with parents
E Improving esteem and confidence levels to achieve higher rates of progress	Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA at least twice weekly Development of nurture groups to help improve levels of self-esteem.	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.	Weekly feedback with ELSA. Impact monitored termly by SENDCo and SLT Pupil Voice to monitor impact of intervention	RB JG	Half Termly £11,586	VN completed three days of training before COVID 19 Due to complete remainder of training online in Advent Term

<p>E 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 JM RC</p>	<p>Half Termly review with HT. £7,148</p>	<p>Behaviour is good throughout school, relationships between pupils and staff are strong very few incidents of negative behaviour Ethos and atmosphere throughout school is always commented as a positive by visitors to school</p>
<p>E 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 HB JW</p>	<p>Half Termly £975</p>	<p>Focused on boys who didn't have a male role model in their lives. Attainment of those pupils improved prior to Covid 19</p>

E 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 £3,900	Sports leaders / Playground buddies include all children in activities. Target children spoke of enjoying friendships and playtime as result of intervention. Due to intervention and engagement Some of these pupils went on to represent the school at sporting competitions against other schools.
Total budgeted cost						£26,442

7. Planned expenditure: other approaches						
Academic year	2019-20					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation?	Cost
F An increase of	PP pupils will be given two school jumpers, PE kit and Book bag at the start of the year	Children wear uniform that is too big or too small. Wearing the correct uniform makes the	Monitor attendance of breakfast clubs / after school clubs, keep record of PP children's attendance.	RB JG RT TB	Termly or where appropriate eg when a visit is being planned –	£1,500 for uniform. 15% off for trips –

<p>opportunities outside school for children in receipt of PP which may be lacking due to financial constraints</p>	<p>School to use PP funding to provide places in after breakfast club, after school clubs, support with payment for education and residential visits</p>	<p>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 All children are given an equal opportunity to participate in school activities.</p>	<p>Pupil Voice to monitor impact of intervention</p>		<p>costing is taken into account</p>	<p>Hathersage = £665 Briars = £749 Year 6 hoodies =£150 Milk subsidised for whole year = £330 Breakfast Club subsidised for whole year - £4,560 After school club subsidised for whole year - £3,744</p>
Total budgeted cost						£11,592
Total overall cost						£76,560

