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| **ST. MARY’S RC PRIMARY SCHOOL**  **PUPIL PREMIUM STRATEGY 2019-2020** |

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| St. Mary’s RC Primary School | 2019-2020 |
| Total Number of Pupils on Roll | 418 (453 with nursery) |
| Total Number of Pupils Eligible for Pupil Premium | 104 |
| Total Pupil Premium Budget | £208,220 |
| Date for next internal review of this strategy | July 2020 |
| Pupil Premium Lead | Michael McGrail |

Primary Schools receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive £2300 for Children who are Looked After and £300 for Service Children.

**Summary of the barriers to learning:**

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| **Attendance and Punctuality** | **Pupils who have greater attendance at school have greater opportunities to access the required learning to achieve higher attainment.** |
| **Socio and Economic Factors** | **Life experience, EAL and ability of families to support children. Finances should not be a barrier to the achievement of children and their ability to access school life.** |
| **Safeguarding and Emotional Barriers to Learning** | **Challenging home circumstances, low self-esteem and confidence can lead to disengagement academically and socially.** |
| **Higher Attaining Children** | **More able pupils often require individual support to accelerate and achieve greater depth across the curriculum.** |
| **Social and Emotional Difficulties** | **Pupils with social and emotional difficulties receive extra support and provision to ensure they are able to manage their emotions and fully access school life.** |
| **SEND or learning difficulties** | **Pupils with identified learning needs will receive extra support and intervention to ensure they are able to access the curriculum and make good progress from their starting point.** |

**Starting Points**

Assessment on entry to our Nursery show no children are in line with national, thus 100% are below. Many of our children have poorly developed language and communication skills.

A number of our pupil premium children also have SEND (40%)

Some pupil premium children have lower attendance rates than other pupils. Of the pupil premium children, 22% of them have lower attendance. (Of the non-pupil premium children 11% have lower attendance)

Some pupil premium children are vulnerable and need support from our pastoral team

Some pupil premium children get little support from parents with reading/homework

Some pupil premium children cannot afford to pay for school trips and enrichment activities

**How Pupil Premium will be used:**

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|  | **Costs:** |
| CARITAS Social Worker and Counsellors | £41,160 |
| Pennine Care NHS Speech and Language | £9,616 |
| Street Dance Opportunity | £1,200 |
| Artist | £3,769 |
| Literacy Planet Consultant | £3000 |
| M6 Theatre – Speech Bubbles | £4,000 |
| MAEI Project – Dance, drama, art, music | £7,380 |
| PGL Residential – outdoor activities | £7,831 |
| Rochdale School Games Partnership | £750 |
| Pobble Handwriting Specialist | £2,125 |
| Teacher to Teacher KAGAN Discussion Partnership | £1,895 |
| Chris Pickup Visits | £2,000 |
| Ryder’s Farm Horse Riding | £1,740 |
| Link4Life Sailing and Rock-Climbing | £2,600 |
| Times Tables Rock Stars | £123 |
| Charanga Musical Resource | £295 |
| 2 Simple | £1,000 |
| Riding Stars UK Science | £905 |
| Rising Stars UK Reading | £900 |
| Schudio Website | £250 |
| Literacy Planet Effective Curriculum | £900 |
| Discover Education Espresso | £3,863 |
| NFER Test Suite and Analysis | £1,200 |
| Ten Ten | £780 |
| Debate Mate | £1,850 |
| Matthew James Resource | £1,358 |
| Maths of the Day | £545 |
| Meritec CPOMS | £2,416.50 |
| Route One Network | £1,120 |
| Target Tracker | £1,813 |
| Educational Trips | £12,000 |
| Oasis Room Staffing Costs | £89,156 |

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| PLANNED APPROACH | | | | | |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation** |
| ACADEMIC OBJECTIVE: To reduce the gap in attainment and progress between pp and non-pp pupils in core subjects | [a] Ensure quality first teaching in classes through lesson observations, book scrutiny, pupil interviews, pupil progress meetings, monitoring of planning and regular assessments.  [b] Target the pp children who are working below and toward ARE in reading, writing and maths.  [c] Plan and implement interventions to help children catch up with gaps in their knowledge. Monitor and track progress of interventions. | Scrutinies, interviews and monitoring each term on timetable.  In September 2019 through GL assessments – tested again in June.  Ongoing | * Lesson Observations * Pupil Progress meetings * Book scrutiny * Termly data tracking * Pupil Progress Meetings – spring and summer | Class teachers;  PP lead;  Assessment coordinator | On a termly basis where applicable |
| **Impact** | Covid-19/Lockdown: Disruption to plans and only small amount of pupils attended school throughout the whole year. No Summer/Autumn PP data available to measure impact or compare narrowing of gap. Observations/scrutinies/interventions carried out prior to Covid-19. | | | | |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation?** |
| ACADEMIC OBJECTIVE: To closely monitor pp interventions to ensure pupils are making good or better progress. | [a] To create intervention timetables  [b]To observe and monitor pp pupils’ provision across the school  [c] To monitor and analyse pp group data and evidence through book scrutiny, pupil progress meetings, pp provision sheets and data tracking. | Through terms – scrutinies, interviews and monitoring each term on timetable. | * Lesson observations * Pupil progress meetings * Termly data tracking * Discussion with intervention leaders * Pupil Progress Meetings – spring and summer | Class teachers;  PP lead;  Assessment coordinator | On a termly basis where applicable |
| **Impact** | Covid-19/Lockdown: disruption to plans and only small amount of pupils attended school throughout the whole year. Interventions begun prior to covid-19. | | | | |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff responsible** | **When will you review implementation?** |
| SEMH OBJECTIVE: To provide a range of opportunities to target SEMH in order to boost self-confidence, self-esteem and social interaction | [a] To continue to employ CARITAS counsellors and Social Worker to work with children who are vulnerable and/or have issues outside of school that impact on their education.  [b] To use speech bubbles in key stage 1 to support the social and personal well-being of the children through expressing themselves through theatre outside of the classroom.  [c] Use Debate-Mate as a way of key stage 2 children expressing themselves in social debate. To introduce Debate-Mate accelerate to further target vulnerable groups.  [d] To boost self-esteem and confidence of older children through expressive arts mediums of music, drama, art and dance. | Continuous through year  [b] Immediate - Running through the year  [c] Immediate - Running through the year  [d] Immediate - Running through the year | * Discussion with CARITAS staff * Children’s self-confidence and self-esteem growing through variety of opportunities we offer, such as Speech Bubbles, drama, dance and debating * Outside agencies provision monitored by internal staff * Children grow in confidence, esteem | CARITAS  M6 Speech Bubbles  S. Ahmed  B Bonnar  R Kershaw  MAEI staff  Class teachers;  PP lead | [a] April 2020  [b] April 2020  [c] April 2020  [c] April 2020 |
| **Impact** | Covid-19/Lockdown: Disruption to plans and only small amount of pupils attended school throughout the whole year. However, prior to lockdown, above range of opportunities offered, thus boosting self-confidence, self-esteem and social interaction. CARTAS staff continued to work effectively through lockdown – see below. | | | | |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| ASPIRATIONS OBJECTIVE:  To fund enrichment activities for eligible pupils to ensure they have the same opportunities as other pupils. | To be able to enrich children’s lives with a variety of culturally-rich experiences such as artist visits, music tuition, wider opportunities music projects, horse-riding and sailing. | Timetable of events through year | * Outside agencies provision monitored by internal staff * Children grow in confidence, esteem and become culturally richer * Children’s work and performances | Subject leads responsible | April 2020 |
| **Impact** | Covid-19/Lockdown: Disruption to plans and only small amount of pupils attended school throughout the whole year. However, prior to lockdown, majority of above initiatives engaged in providing rich opportunities. | | | | |
| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | **How will you ensure it is implemented well?** | **Staff Responsible** | **When will you review implementation?** |
| PARENTING OBJECTIVE: To promote support for families | [1] CARITAS counsellors and Social Worker to provide support to parents in a pastoral manner.  [2] CARITAS to offer social advice to support parents and to suggest/liaise groups/organisations to further support them.  [3] CARITAS work with outside agencies and to hold and attend EH, TAC, CIN, CAF, CP meetings assisting with writing of EHA when needed. | Counsellors in twice a week, Social Worker twice a week  As above | * SLT Meetings with CARITAS * SLT/DSL/DDSL meet to discuss cases * Discussions with outside agencies | SLT/CARITAS | April 2020 |
| **Impact** | Extremely effective impact. Despite lockdown, CARITAS counsellors/social worker continued to work remotely with parents and children. Also assisting with meetings/writing EHAs when necessary. | | | | |

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| **Desired Outcome** | **Chosen Action/approach** | **Target Date** | | **How will you ensure it is implemented well?** | | **Staff Responsible** | | | **When will you review implementation?** |
| ECONOMIC OBJECTIVE: To fund economically-straining activities for eligible pupils to ensure they have the same opportunities as other pupils. Also, to ensure that day-to-day needs are met e.g. breakfast club | Provide funding for a number of trips/enrichment activities and visitors across each year group e.g. pantomime/PGL/  music tuition | Immediate - Continue through year | | Funding overseen by Business Manager.  Direct impact on children’s day to day experience in school. | | HT/DHT/Business Manager/SENDO | | | Annual review of pupil involvement in trips and enrichment activities by SLT and Business Manager to evaluate effectiveness – April 2020 |
| **Impact** | Funding gave opportunities before covid-19 lockdown. All children thus guaranteed same opportunities. | | | | | | | | |
| **Desired Outcome** | **Chosen Approach** | | **Target Date** | | **How will you ensure it is implemented well?** | | **Staff Responsible** | **When will you review implementation?** | |
| SAFEGUARDING OBJECTIVE: To use a system to record and communicate safeguarding concerns | Bought into CPOMS system to communicate and record safeguarding concerns between nominated staff | | Immediate - continue through year | | Daily use – Headteacher and Deputy monitor through role as DSL/DDSL. Issues raised acted upon if necessary at safeguarding level. | | Head  Deputy  Teachers  TAs | April 2020 | |
| **Impact** | Impact extremely effective in safeguarding all pupils.  Communication robust across staff as reflected in OFSTED. | | | | | | | | |

**Pupil Premium Target Setting/Forecasts for 19-20**

**Unable to give ‘actual’ data due to Covid-19/lockdown and no national tests.**

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| **EYFS Forecast** | **ST. MARY’S Disadvantaged Pupils**  **TARGETS % for 2019/2020** | | **National Disadvantaged Pupils**  **2018/19** | **National Non Disadvantaged**  **2018/19** |
| GLD | Target | Actual |  |  |
| 5 pupils | 60% |  | 56.7% | 74.2% |

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| **KS1 Forecast** | **ST. MARY’S Disadvantaged Pupils**  **TARGETS % for 2019/20** | | **ST MARY’S Non-Disadvantaged Pupils**  **TARGETS % for 2019/20** | | **National Disadvantage Pupils**  **2018/19** | **National Non Disadvantaged**  **2018/19** |
| Target | Target | Actual | Target | Actual |  |  |
| % to pass phonic screening | 56% |  | 76% |  | 70.9% | 83.7% |
| % to be ARE in Reading | 46% |  | 66% |  | 62% | 78.3% |
| % to be ARE in Writing | 38% |  | 53% |  | 54.9% | 73% |
| % to be ARE in Maths | 38% |  | 68% |  | 65.2% | 79.1% |
| % to be GD in Reading | 8% |  | 13% |  | 13.8% | 27.8% |
| % to be GD in Writing | 8% |  | 4% |  | 7.3% | 16.6% |
| % to be GD in Maths | 0% |  | 9% |  | 11.9% | 24.2% |

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| **KS2**  **Forecast** | **ST. MARY’S Disadvantaged Pupils**  **TARGETS % for 2019/20** | **ST. MARY’S Non-disadvantaged Pupils TARGETS % for 2019/20** | **National Disadvantaged Pupils**  **2018/19** | **National Non Disadvantaged**  **2018/19** |
| % to be Combined | **20%** | **43%** | **51%** | **71%** |
| % to be ARE in Reading | 40% | 62% | 62% | 78% |
| % to be ARE in Writing | 45% | 60% | 68% | 83% |
| % to be ARE in GPS | 45% | 48% | 67% | 83% |
| % to be ARE in Maths | 20% | 45% | 67% | 84% |
| % to be GD Combined | 5% | 5% | 5% | 13% |
| % to be GD in Reading | 15% | 19% | 17% | 31% |
| % to be GD in Writing | 10% | 2% | 11% | 24% |
| % to be GD in GPS | 6% | 15% | 24% | 41% |
| % to be GD in Maths | 15% | 12% | 16% | 32% |

**Pupil Premium Strategy will be reviewed annually**

**Key Messages:**

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| **Year Group** | **Percentage of Pupil Premium** | **National 25%** |
| Reception | 9 % | Below national |
| Year 1 | 15 % | Below national |
| Year 2 | 22 % | Slightly below national |
| Year 3 | 26 % | In line with national |
| Year 4 | 28 % | Slightly above national |
| Year 5 | 39 % | Well above national |
| Year 6 | 32 % | Above national |

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| **St. Mary’s RC Primary School Pupil Premium Provision 19/20** | | | | |
| **Academic** | **SEMH** | **Aspirations** | **Economic** | **Parenting** |
| Boosters | Counsellors | Dance Clubs | School Trips | Stay and Play |
| One to One | Artist in school | Yoga Clubs | PGL | Workshops-phonics/reading |
| TA Support | Social Worker | Enhanced Transition | Music lessons | E Safety |
| Quality First Teaching | TA Support | MAEI Arts | Y6 SAT Breakfast | Social Worker |
| Speech Therapist | Speech Bubbles | Music tuition | Clothing | TAF/CIN/CP |
| Literacy Consultant | MAEI Arts | Wider Ops-music | Before and After School Club | Open afternoons |
| Pobble | Debate-Mate | Artist in school | Water Bottles/Book Bags | Counsellors |
| Kagan |  | Rochdale School’s Games Partnership |  |  |
| Leadership Consultancy |  | Debate-Mate |  |  |
| Times Tables Rock Stars |  |  |  |  |
| Charanga Music |  |  |  |  |
| Rising Stars Science/Reading |  |  |  |  |
| Espresso |  |  |  |  |
| Maths of the Day – Active Maths |  |  |  |  |