

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	St Winefride's				
Academic Year	2019-20	Total PP budget	£41,680	Date of most recent PP Review	
Total number of pupils	154	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Dec 19

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Attainment as of July 2019		
% KS2 Outcomes pupils achieving expected standard or above in reading, writing & maths	33 (1/3)	64
% All pupils Y2 (SATs) achieving expected standard or above in reading, writing & maths	0	64
% All pupils Y1 phonics achieving expected standard	67 (2/3)	88
% All pupils EYFS achieving GLD	75 (3/4)	67
KS2 Progress from KS1 (Y6 in July 2019):		
% making expected progress in reading (24/25 pupils)	33 (1/3)	67
% making expected progress in writing (24/25 pupils)	33 (1/3)	68
% making expected progress in mathematics (24/25 pupils)	33 (1/3)	67
All pupils year groups 2,3,4,5,6		
% making expected progress in reading (as measured in the school) & ave points prog	74 & 6.2	71 & 6.3
% making expected progress in writing (as measured in the school) & ave points prog	57 & 5.6	76 & 6.5
% making expected progress in mathematics (as measured in the school) & ave points prog	65 & 6.1	72 & 6.6

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

A.	Progress in writing significantly below non pp pupils not converting progress in reading into writing
B.	Problem solving
C.	Lack of resilience, independence and learning strategies eg dependence on adult support (37% of PP pupils also SEND)

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

D.	Attendance
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3. Intended outcomes *(specific outcomes and how they will be measured)*

		Success criteria
A.	Raise percentage of PP pupils achieving expected progress in writing	% of PP pupils making expected progress within 10%points of PP reading
B.	Confidence in using problem solving strategies in maths to improve	% of PP pupils making expected progress within 10%points of non-PP pupils
C.	Increase fine-motor skills and quality of handwriting to increase ease of writing and writing stamina	Year group handwriting targets achieved by 90% of PP pupils
D.	Increased confidence, resilience and attitude to work and school. Route to Resilience programme to start Sept 2019	Pupils express more confidence & teachers report greater independence

4. Review of expenditure

Previous Academic Year	2018-19
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i. Quality of teaching for all

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)	Cost

Quality First teaching Teaching Assistant in class support	Pupils to make at least expected progress	Drop from 2017-18 where PP outperformed those non PP pupils at the end of KS2, however only 3 pupils in 2019 (2 with SEND)	Standards of teaching were high in y6, Y2 and EYFS and this is anticipated to continue into 2019-20	£17,500

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)	Cost
DS	Individual pupils esp at KS1 to make develop reading, writing & maths skills	1:1 support for pupils in KS1 Good progress in phonics: 2018 y1 phonics scores: Pupil A 1-32, Pupil B 0-23, Pupil C 0-25	Individual support is expensive but showed real impact on skills and also confidence of pupils with greater ability to apply this into their class work. This will continue to some degree (funds	2 terms £4,588
ELSA	Support for emotional needs to have happier children who are ready to learn	Individual & group support for emotional and social learning & behaviour support as needed. ELSA group made on average 6.5 points progress compared with non ELSA pupils average progress of 6.2	ELSA support will continue 2019-20. These pupils' progress will continue to be tracked	£12,254

iii. Other approaches

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)	Cost
100% Funding for breakfast club	Supporting parents, encouraging good attendance, supporting pupil nutrition & well being. Encouraging parents to claim PP	66% of pupils made use of the breakfast club, much higher percentage than non PP	Will continue this approach	£4,779
£50 uniform allowance	Supporting parents, ensuring PP pupils have correct uniform Encouraging parents to claim PP	42% of pupils' parents took advantage of this allowance	Will continue this approach	£626

Subsidising clubs & events in school inc music lessons	Supporting parents Encouraging parents to claim PP Widening pupil skills & opportunities	97% of pupils' parents took advantage of this	Will continue this approach	£1,194 events £97 music lessons In school clubs £176 Total £1467
Subsidising clubs & events out of school	Supporting parents Widening pupil skills & opportunities, particularly sporting, musical and community uniformed organisations eg Brownies	15% of pupils benefitted from this	Low take up of funding so will continue and encourage parents to take pupils to other activities out of school	£395

5. Planned expenditure

Academic year

2019-20 Predicted budget: £41,680

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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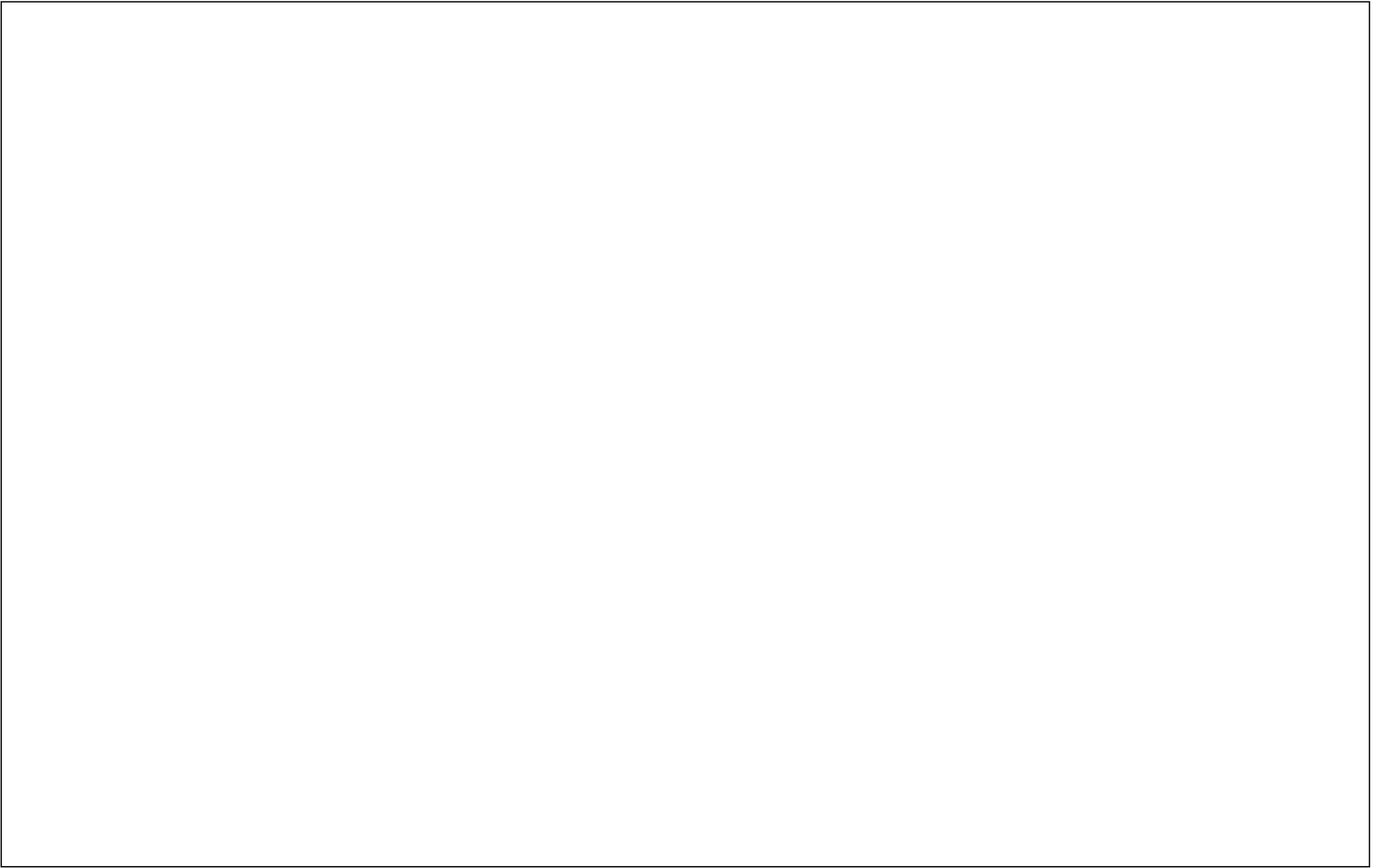
<p>Quality First Teaching for all Each year group to have a teacher</p> <p>Teacher awareness of PP targets & school strategies & effective teaching</p>	<p>Avoid split classes Increase pupil/ teacher ratio</p> <p>Quality CPD including internal CPD and from LCTSA</p> <p>Quality Feedback day to day for each child</p> <p>Quality phonics teaching using KTC</p>	<p>From EEF toolkit for PP <i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. EEF ratings Reducing class sizes +3 (moderate impact for high cost)</i></p> <p><i>Feedback EEF +8 (High impact for very low cost)</i></p> <p><i>Phonics EEF +4 (moderate impact for very low cost) – inc costs for training</i></p>	<p>Regular monitoring of teaching and learning (weekly)</p> <p>Regular (Half termly) tracking of pupil progress</p> <p>Regular scrutiny of pupils' work (weekly)</p> <p>Regular pupil interviews to gain pupil views (termly)</p> <p>Oversight by CMAT (termly)</p>	<p>HT & Deputy HT</p> <p>AM Donaldson (KS1 & EYFS lead)</p>	<p>Review of CPD – Dec 2019 in preparation for finalising Lent term programme</p> <p>Review of T&L termly</p> <p>Review of phonics (termly by KS1 lead)</p>
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Route To Resilience	Increase resilience and self regulation	Self regulation EEF Toolkit +7 (high impact for very low cost)	Monitoring by HT & Chair of Governors	HT & Deputy HT	Programme has inbuilt review times
Total budgeted cost					20,000
ii. Targeted support					
Action Figs are for allocated proportion	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
DS £3,000	All KS1 to leave confident readers	EEF 1:1 tuition +5 (moderate impact for high cost) EEF Small group +4 (Moderate impact for moderate cost)	Regular monitoring (fortnightly) by Inclusion manager & Senco	D Sutton	January 2020
ELSA £5730	Emotional support for pupils	1:1 support for pupils & families Group support	External supervision (ELSA programme) Monitoring by HT & Deputy HT	N Whitmore	January 2020

BC £5,950	Catch up for KS2 readers. Support for in class Behaviour & emotional strategies	Individual support inc reading in KS2, behaviour and attitudes	Regular monitoring (fortnightly) by Inclusion manager & Senco	B Cooke	January 2020
Total budgeted cost					£14,680
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for parents for inclusion and community	Wider opportunities for sport & music etc	Ensures that all pupils have access to all opportunities offered by school Encourages parents to let school they may be eligible for PP	Scrutiny by Governors & HT Regular publicising so that parents know of availability	HT	Dec 2019 July 2020
Uniform	To ensure all pupils have correct uniform		Scrutiny by Governors & HT Regular publicising so that parents know of availability	HT	Dec 2019 July 2020
Breakfast club	To encourage good attendance, support working parents & ensure pupils ready for learning	High take-up in previous years show this is valued by parents.	Scrutiny by Governors & HT Regular publicising so that parents know of availability	HT	Dec 2019 July 2020

Total budgeted cost	£7,000
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6. Additional detail



Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average				
Attainment 8 score average				
3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.				
B.				
C.				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>				
D.				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria
A.				
B.				
C.				

D.		
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5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Total budgeted cost					

6. Review of expenditure				
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Previous Academic Year				
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iv. Quality of teaching for all				
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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)	Cost

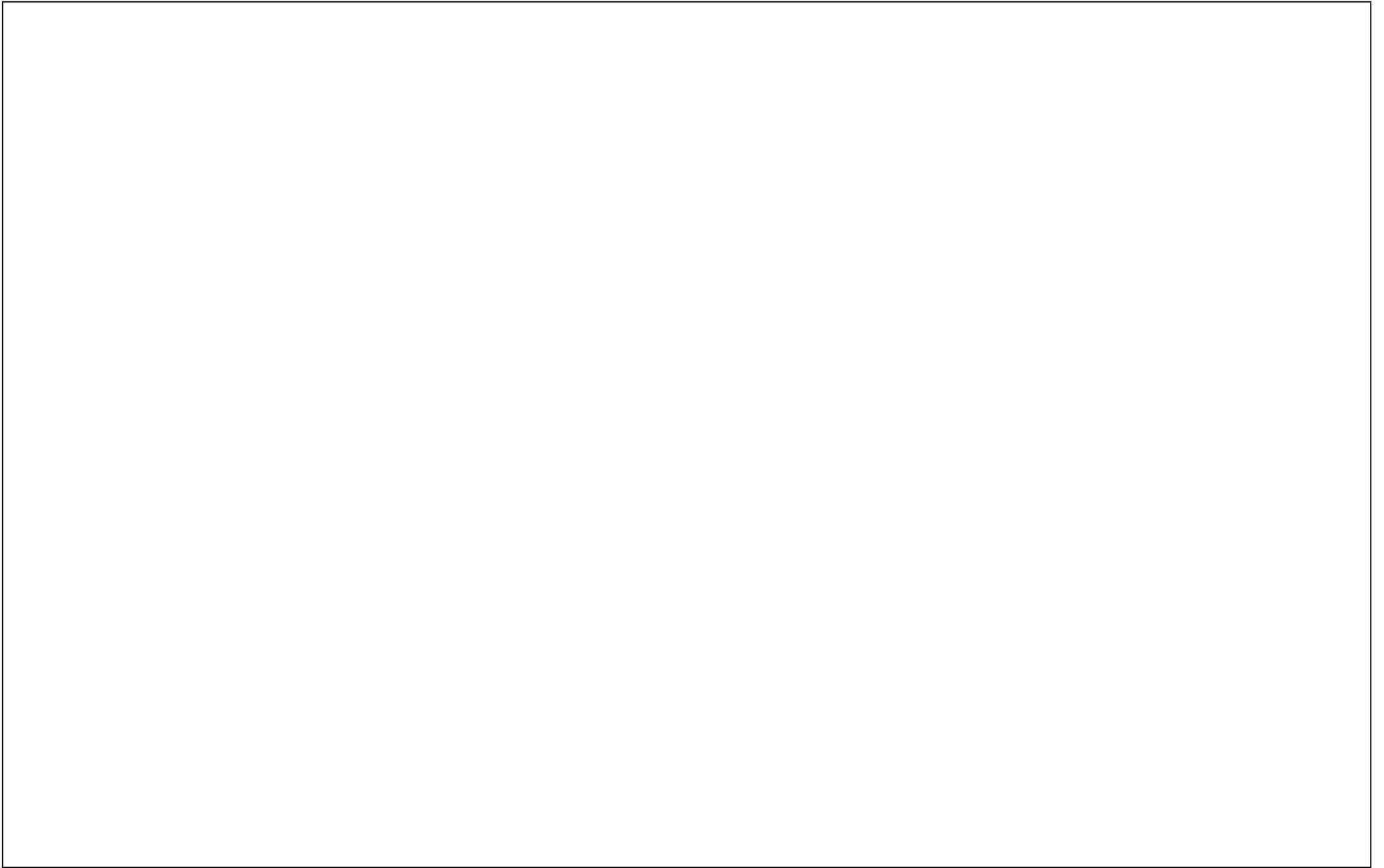
v. Targeted support				
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Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

vi. Other approaches				
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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)	Cost

7. Additional detail



Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School				Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication					
% achieving UQ targets in maths					
% progress specific to school setting					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.					
B.					
C.					
External barriers					
D.					
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.					
B.					

C.		
D.		

5. Planned expenditure

Academic year

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

v. Targeted support

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

vi. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
vii. Quality of teaching for all				
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)	Cost
viii. 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)	Cost
ix. Other approaches (including links to personal, social and emotional wellbeing)				

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)	Cost

7. Additional detail

