

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

| 1. Summary information | | | | | |
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| School | St Winefride's | | | | |
| Academic Year | 2020-21 | Total PP budget 2019-20 | £41,680 | Date of most recent PP Review | |
| Total number of pupils | 170 | Number of pupils eligible for PP | 40 | Date for next internal review of this strategy | Dec 20 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| Attainment as of July 2019 (estimated) | | |
| % KS2 Outcomes pupils achieving expected standard or above in reading, writing & maths | 83 (5/6) | 83 (15/18) |
| % All pupils Y2 (SATs) achieving expected standard or above in reading, writing & maths | 50 (2/4) | 75 (12/16) |
| % All pupils Y1 phonics achieving expected standard | - | |
| % All pupils EYFS achieving GLD | 100 (4/4) | 83 (15/18) |
| KS2 Progress from KS1 (Y6 estimated July 2020): | | |
| % making expected progress in reading | 60% | |
| % making expected progress in writing | 60% | |
| % making expected progress in mathematics | 60% | |
| All pupils year groups 2,3,4,5,6 | | |
| % making expected progress in reading (as measured in the school) & ave points prog | | |
| % making expected progress in writing (as measured in the school) & ave points prog | | |
| % making expected progress in mathematics (as measured in the school) & ave points prog | | |

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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| 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, well being and engagement with learning | |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Lack of IT to support learning in the home | |
| 3. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | 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. | 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 |
| D. | Increase capacity to support pupils with online learning | All PP pupils able to access quality learning at home |

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| 4. Review of expenditure | | | | |
| Previous Academic Year | | 2019-20 | | |
| 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 |

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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>Route To Resilience</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>Increase resilience and self-regulation</p> | <p>All classes had a teacher</p> <p>High expectations and quality of teaching – evidence from Ofsted report February 2020</p> <p>CPD inc NQT course</p> <p>Review of marking policy – Strategic Minimal Marking supporting all children,</p> <p>Use of Bug Club online reading programme impact particularly with PP pupils</p> <p>KTC – see Ofsted report. High quality phonics teaching seen in positive predicted outcomes.</p> <p>Embraced by staff and pupils and now part of the fabric of the school. More awareness of behaviour from pupils and adults.</p> | <p>All efforts to continue if possible into 20-21</p> <p>To continue with minimal marking which links with the COVID Risk Assessment</p> <p>Continuation into 20-21</p> <p>Continuation in 2020-21 due to Covid</p> | <p>£20,000</p> |
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| ii. 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 |
| PP TA £3,000 | All KS1 to leave confident readers | Due to staffing issues this was mainly done by the TAs in the class | Continuation of this into 20-21 | £3,000 |
| ELSA £5730 | Emotional support for pupils | This had high impact particularly during COVID with phone calls direct to parents and raft of support measures. | Continuation into 20-21 | £5,730 |
| Additional support £5,950 BC | Catch up for KS2 readers. Support for in class Behaviour & emotional strategies | Impact particularly on a small number of pupils with needs around behaviours and engagement (PP) | Continuation into 20-21 | £5,950 |

| iii. Other approaches | | | | |
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| | 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 |
| Support for parents for inclusion and community | Wider opportunities for sport & music etc | Limited due to COVID 75% of pupils benefitted from this, however most events inc the residential take place in the summer term. | Continue with this in 20-21 | £257 |
| Uniform | To ensure all pupils have correct uniform | 37% of PP pupils' parents made use of this | Continue with this in 20-21 | £614 |
| Breakfast club | To encourage good attendance, support working parents & ensure pupils ready for learning | 50% of PP pupils used this | Continue with this in 20-21 | £1,800 |

5. Planned expenditure**Academic year****2020-21 Predicted budget: £43,848**

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</p> <p>Teacher awareness of PP targets & school strategies & effective teaching</p> <p>Increase access to remote learning: Engagement</p> <p>Access</p> <p>Relevance</p> <p>Feedback</p> <p>TA support targeted in classroom</p> | <p>Avoid split classes</p> <p>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>Paper resources from CGP targeted at individuals & groups</p> | <p>From EEF toolkit for PP</p> <p><i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.</i></p> <p><i>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.</i></p> <p><i>EEF ratings</i></p> <p><i>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 T&L termly</p> <p>Review of phonics (termly by KS1 lead)</p> |
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| Route To Resilience Free | Increase resilience and self-regulation | <i>Self regulation EEF Toolkit +7 (high impact for very low cost)</i> | Monitoring by HT & Chair of Governors | HT & Deputy HT | Programme has inbuilt review times |
| Bug Club – online reading programme £1000 | Encourage access to books | <i>EEF +6 Was valuable tool in supporting pupils as part of the home learning strategy</i> | Monitoring by HT | AMD JM | July 2021 |
| Total budgeted cost | | | | | £8,300 |
| 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? |
| KTC Phonics programme £500 | All KS1 to leave confident readers | <i>EEF 1:1 tuition +5 (moderate impact for high cost) EEF Small group +4 (Moderate impact for moderate cost)</i> | Regular monitoring (fortnightly) by Inclusion manager & Senco | | Dec 20 |
| Increase in books for reading at F1 & F2 £1000 | | <i>Availability of books early reading a priority</i> | Oversight by KS1 lead & literacy coord | | Dec 20 |

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| ELSA £10,000 | Emotional support for pupils | 1:1 support for pupils & families Group support | External supervision (ELSA programme) Monitoring by HT & Deputy HT | N Whitmore | January 2021 |
| TA support in intervention £10,000 £4,000 (additional time for in-class support BC) | 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 | | January 2020 |
| Total budgeted cost | | | | | £25,500 |
| 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 £4,000 | 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 2020 July 2021 |
| Uniform £1,000 | To ensure all pupils have correct uniform | | Scrutiny by Governors & HT Regular publicising so that parents know of availability | HT | Dec 2020 July 2021 |

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| Additional resources for home learning £1,500 | Access to online lessons | To ensure PP pupils have access to online learning as part of the school's blended learning strategy. | Scrutiny by Governors & HT Through monitoring of engagement | HT JM | July 2020 |
| Breakfast club £3,000 | 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 | | | | | £9.500 |
| 6. Additional detail | | | | | |



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