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

1. Summary information					
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		
	Pupils eligible for PP	*Pupils not eligible for PP*
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		

	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, well being and engagement with learning

	Additional barriers *(including issues which also require action outside school, such as low attendance rates)*
D.	Lack of IT to support learning in the home

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.	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

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

Quality First Teaching for all Each year group to have a teacher	Avoid split classes Increase pupil/ teacher ratio Quality CPD including internal CPD and from LCTSA	All classes had a teacher High expectations and quality of teaching – evidence from Ofsted report February 2020 CPD inc NQT course	All efforts to continue if possible into 20-21	£20,000
Teacher awareness of PP targets & school strategies & effective teaching	Quality Feedback day to day for each child Quality phonics teaching using KTC	Review of marking policy – Strategic Minimal Marking supporting all children, Use of Bug Club online reading programme impact particularly with PP pupils KTC – see Ofsted report. High quality phonics teaching seen in positive predicted outcomes.	To continue with minimal marking which links with the COVID Risk Assesment Continuation into 20-21	
Route To Resilience	Increase resilience and self-regulation	Embraced by staff and pupils and now part of the fabric of the school. More awareness of behaviour from pupils and adults.	Continuation in 2020-21 due to Covid	

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**
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

	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

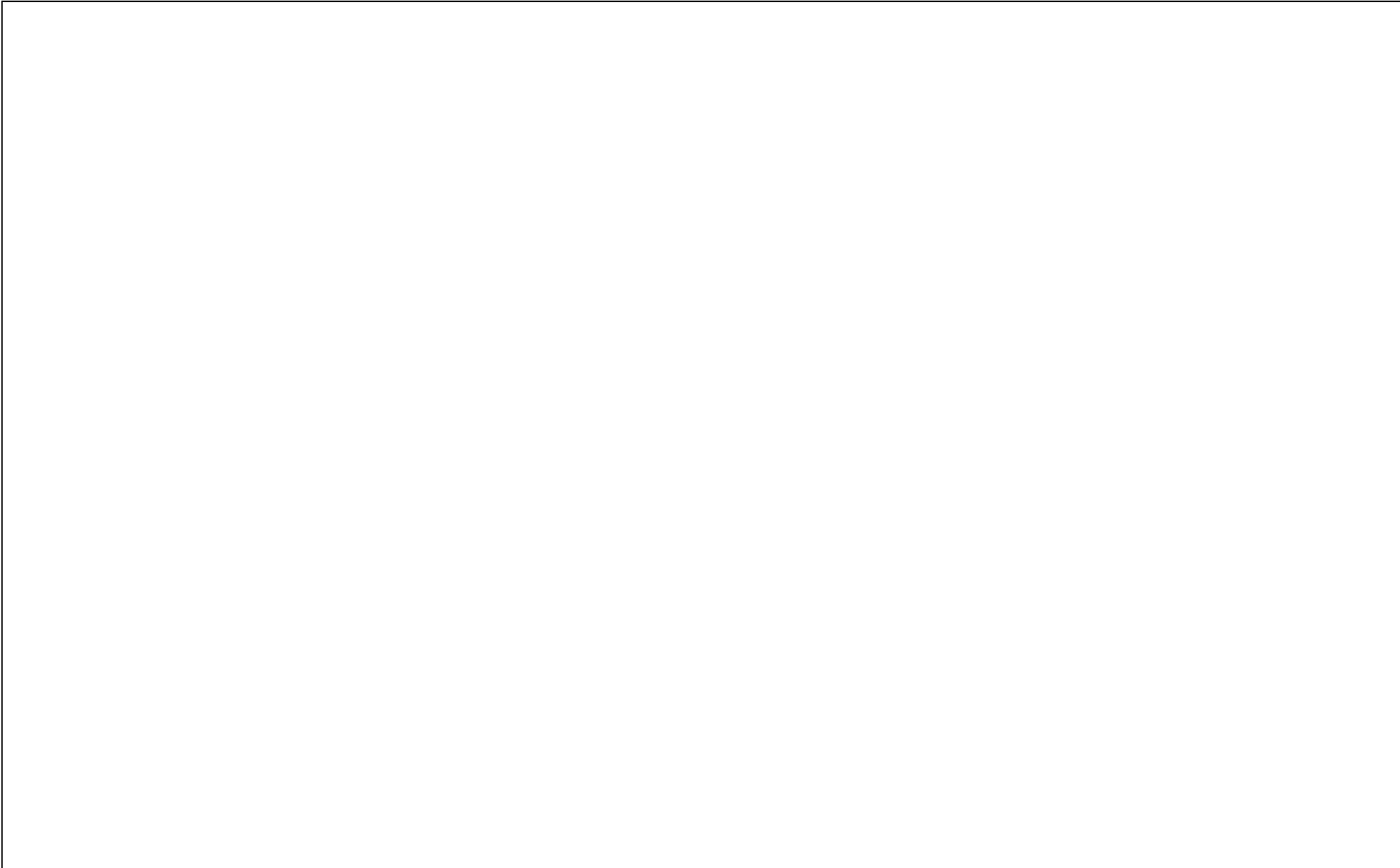| 5. Planned expenditure						
Academic year		**2020-21 Predicted budget: £43,848**				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
i. Quality of teaching for all						
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?**	

Quality First Teaching for all Teacher awareness of PP targets & school strategies & effective teaching Increase access to remote learning: Engagement Access Relevance Feedback TA support targeted in classroom	Avoid split classes Increase pupil/ teacher ratio Quality CPD including internal CPD and from LCTSA Quality Feedback day to day for each child Quality phonics teaching using KTC Paper resources from CGP targeted at individuals & groups	From EEF toolkit for PP *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)* *Feedback EEF +8 (High impact for very low cost)* *Phonics EEF +4 (moderate impact for very low cost) – inc costs for training*	Regular monitoring of teaching and learning (weekly) Regular (Half termly) tracking of pupil progress Regular scrutiny of pupils' work (weekly) Regular pupil interviews to gain pupil views (termly) Oversight by CMAT (termly)	HT & Deputy HT AM Donaldson (KS1 & EYFS lead)	Review of T&L termly Review of phonics (termly by KS1 lead)

Route To Resilience Free	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
Bug Club – online reading programme £1000	Encourage access to books	*EEF +6* *Was valuable tool in supporting pupils as part of the home learning strategy*	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	*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		Dec 20
Increase in books for reading at F1 & F2 £1000		*Availability of books early reading a priority*	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

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