

2019-2020

Pupil premium report for St. Mary Magdalen's Catholic primary school

Pupil premium spending 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	247	Total pupil premium budget:	£20,004
Number of pupils eligible for pupil premium:	19	Amount of pupil premium received per child:	£1,052.63

STRATEGY STATEMENT

Pupil Premium (PP) Learning Priorities:

Literacy and Oracy

Pupils to have the opportunity to engage with new and challenging texts. (To include Penguin Classics)

Pupils' Language capabilities to be increased. For example, by discovering and debating new vocabulary. Also, pre learning vocabulary to prepare the pupils ahead of lessons.

Investment in to engaging resources for language acquisition.

Verbal and written comprehension tasks to be undertaken (visualisation and activation of prior knowledge)

Modelling of writing composition strategies

Embed spelling, punctuation and grammar rules.

Mathematics

Staff professional development in Maths Mastery to include challenge for Disadvantaged pupils

Times tables Rock Stars and Active Learn on line Mathematics home learning resource to supplement learning in class

What has worked well?

Employing a dedicated teacher to oversee provision for PP pupils

Mentoring programme-all staff matched up with disadvantaged pupils to build on cultural capital and broaden horizons

Devising and monitoring individual support plans

Half termly progress reviews

What hasn't worked well?

"Mathsletics" on line tutorial service

Overall aim:

For all PP pupils to attain at least age related expectations by the end of KS2

For attendance of PP pupils to be in line with non PP pupils

Assessment information

EYFS

Pupils eligible for pupil premium (PP)

Pupils not eligible for PP

EYFS			
<i>2019 Data</i>		School Average	National average
Good level of development (GLD)	100%	78%	72%
Reading	100%	84%	77%
Writing	100%	78%	74%
Number			
Shape			

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
N.A	96%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	0%	67%	65%
% making expected progress in reading	50%	80%	75%
% making expected progress in writing	0%	67%	69%
% making expected progress in maths	0%	80%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	50%	88.5%	64.8%
% making expected progress in reading	66%	96%	73%

END OF KS2			
% making expected progress in writing	66%	93%	78%
% making expected progress in maths	50%	93%	79%

Barriers to learni

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of Oracy
B	Low levels of Literacy
C	Low levels of Maths

ADDITIONAL BARRIERS	
External barriers	
D	Low attendance
E	Limited parental engagement
F	Mobility

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Widen vocabulary through pre learning and daily reading	At least expected attainment achieved in reading
B	Increase attendance and parental engagement	At least 96% attendance achieved Parents attending two progress review meetings per term

C	Key performance indicators for the year group reached in maths	At least expected attainment achieved
D	Learning to learn principles and self-regulation techniques achieved	Independent and self-motivated learners Positive dispositions and attitudes

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To offer longer, holistic teaching sessions that engage, enrich and empower pupils by helping them to practice and develop key literacy skills.	Narrowed attainment gap in Literacy skills between PP pupils and non- PP pupils.	General research shows that pupils from disadvantaged backgrounds have up to 3,000 words less than more affluent children. Vocabulary acquisition is exponential.	Timetabling to ensure all pupils have equal access across the course of the year. Monitoring planning Talking to the Learners	Jennifer Anderson Wendy Burns (SENDCo)	Half Termly- Including monitoring by PP named Governor.
To learn and practice verbal and written comprehension strategies.		Research by the Education Endowment Fund (EEF) and other research in the U.K. has shown that pupils from disadvantaged backgrounds benefit the most from explicit teaching of comprehension.	Review the pupils' reading targets Read with the children		Half termly
Total budgeted cost:					£5,144
Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?

To carry out a baseline assessment of Key Performance Indicators in Maths. From that to set trajectories of progress across a ten week block.	A clear work programme of ten weekly sessions established at the beginning of the year to target gaps in knowledge, for example place value.	Research shows that gaps in key understanding in place value stall progress across wider mathematical concepts.	Timetabling and assessment trailing ensures that the PP pupils are given priority Spring term tutorial programme	Six to seven classteachers running after school tutoring	Summer term summative data
To provide 1:1, 2:1 and 4:1 tuition					
Total budgeted cost:					£2,500
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
SENDCo interventions For PP pupils with SEN	Pupils to reach end of year expectations in line with their non PP peers.		Progress reviews termly	Catherine Hughes Assessment Lead	Reports to Governors termly
Purchase Penguin Classics and Early Phonics kits for all PP pupils age appropriate					
Total budgeted cost:					£5,500

ADDITIONAL INFORMATION

- Support all PP pupils by enhancing pastoral programmes-mentoring programme, free places at clubs, educational visits, music tuition and residential school journeys.

Review of expenditure from previous academic year

Total amount: £30,002

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Growth Mindset approach introduced and implemented	Raise standards in Key Stage 1 and 2		<ul style="list-style-type: none"> Resilience Captains for 2019-2020 	
Additional SENCo to target vulnerable pupils				£12,200

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
1:1 changed to 2:1 and 4:1 tuition	Dispositions and attitudes			4,080
Focused teaching assistant hours to target phonics teaching				2,603
Teaching assistant hours supporting 2 Y6 pupils to enhance learning				£1,972

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
INCO support for 5 PP pupils	Narrow the attainment gap			1,406
Vintage Classic books for PP pupils Booster classes: T.A 1 hour per week each with 9 pupils in Y5	Widen reading and instill a love of reading			£320