

1. Pupil Premium Strategy Statement (November 2019) Summary information

School	St Aloysius Catholic Primary School				
Academic Year	2019/20	Total PP budget	£22100 (Jan 2019 census)	Date of most recent PP Review (internal)	Nov 2019
Total number of pupils	214 (includes Nursery)	Number of pupils eligible for PP	13 – as at Nov.2019	Date for next internal review of this strategy	July 2020

2. Current attainment (Year 6 2019)

5 pupils were eligible for PP in Year 6	<i>Results for Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% achieving in reading, writing and maths	80%	65%
% making ARE in reading	100%	82%
% making ARE in writing	80%	82%
% making ARE in maths	100%	77%

ARE- Age Related Expectations

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Pupils with gaps in their learning and retention issues.
B.	PP pupils with additional needs including SEND, particularly SEMH (behavioural and emotional barriers) and or EAL.
C.	PP pupils with poor oral language skills.

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

D.	Some pupils may have had educational experience in another country.
E.	Some families may struggle to support children at home with their learning.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment for PP pupils across the school.	Evidence of accelerated progress. Evidence of improved progress for high attaining PP pupils.
B.	Support PP pupils with additional needs including SEND and SEMH.	Fewer behavioural incidents and outbursts. Childrens' learning behaviours are improved.

C.	Children with EAL to have access to resources and support assist with their learning.	Pupils are supported in their learning to achieve good outcomes.
D.	Targeted support to identify possible needs/learning barriers in children joining our school mid-year.	Children will settle quickly and any support needed will be in place.
E.	Improved attendance and reduced lateness.	Attendance and punctuality will be similar to non-PP pupils.

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise the attainment of PP pupils across the school including improving PP pupils with high attainment.	Targeted TA time for every teacher (6 hours per week) to execute sharply focused gap filling and catch up interventions.	Teachers know the very next step that is needed for each learner in their class and a 'catch up' approach can be beneficial in not 'leaving anyone behind' with their learning. Learners would be given access to support in any lessons where they had not achieved the intended outcome.	Weekly catch ups with teachers at meetings to ensure each child is receiving the support they need. Pupil Progress meetings twice a year where children can be flagged if they are falling behind.	NS/KB	November March July Pupil progress meetings.
To provide targeted support for PP pupils with additional needs including SEND and SEMH.	Access to 'The Hive' whenever it is needed where pupils can access a calm and focused environment with higher levels of TA support and resourcing.	Many of our PP learners have retention and concentration issues as well as SEMH issues. The Hive is a space in the school where they can build relationships with TAs who know them well and access their class learning with a higher level of scaffold and support. They can opt in and out as needed so as to still retain some independence over their learning.	Weekly meeting with Hive staff. Check on progress with teachers at twice yearly progress meetings. Class teachers to meet with Hive staff weekly to liaise.	NS/KB	Feb 2020
Total budgeted cost					£18000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that good levels of attendance and punctuality are maintained for PP pupils.	Regular contact and updates on attendance with parents. Regular catch ups with pupils about why they are not attending. Offer free places at Breakfast Club. Whole school attendance week.	Pupils learn when they are in school. The start of the school day is much calmer if children arrive on time. Regular contact with parents and pupils allows any problems to be dealt with promptly if they are causing barriers to attendance and punctuality.	Monthly monitoring of attendance and punctuality.	TW/NS/JC	Feb 2020
Total budgeted cost					£1000
iii. Other approaches					
Desired outcome	Chosen action/approach	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 working parents of PP children. PP pupils have access to a broad curriculum and are able to participate in all enrichment activities.	Offer free places in Breakfast Club and After School Club, offer support for funding of residential trips. Offer option of termly enrichment activities for PP pupils.	Children should not miss out on school trips/events due to their financial circumstances or opportunities for curriculum enrichment.	Audit on which PP pupils are accessing extra-curricular trips and events.	JC/NS/KB	Feb 2020
					£3000
Total budgeted cost					£22000

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
All teachers to be fully aware of PP children's' information, outcomes and strategies for successful learning.	Pupil Profile formats to be updated and PP children to have one (usually just children with SEND).	Pupil Profiles were created and maintained for PP children with additional needs like SEND. This was successful, with staff writing them collaboratively at September INSET.	We will continue to do this for PP children with additional SEND needs only as this is where they were most useful.	£100
To continue to support social and emotional good health for our children within the school environment.	Strengthening transition arrangements for vulnerable learners.	This training led to changes in the way school transfer day happens. With much more consideration towards children with attachment difficulties. Instead of a couple of hours spent with new teachers the children spent two half days allowing new relationships to be formed before the summer holidays.	Good quality in depth transition arrangements allow staff to provide the correct level of provision for children with additional needs.	£700

All PP children who are achieving below ARE to make accelerated progress.	Early identification and use of quality intervention and quality first teaching. Assessments and interventions delivered by trained support staff.	Assessments such as SALFORD and SANDWELL were used on all children including PP and enabled us to identify gaps in learning. Interventions such as Numicon, Project Code X and individual booster sessions were put into place. PP pupils with additional SEND made progress but not specifically accelerated progress.	Catch up interventions delivered by the class teachers during assembly time. Additional small group interventions (Project Code X/WRI) delivered by support staff.	£6000
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£6800

ii. Targeted support

Desired outcome	Chosen action/approach	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
Ensure that attendance is improved for PP learners	Close supportive relationships between SENCOs and home/pupils. Regular phone calls – direct to pupils if required. Place for PP pupils with low attendance to come in to at start of day to get over anxiety about coming in.	For some of our lower attender's, attendance rose from mid 70% up to 90%. A huge amount of effort was put into developing and adopting strategies to get low attenders into school.	This approach was successful although every personnel and time heavy. It involved phone calls, home visits and close teamwork with parents. We will continue with this approach to engage our low attenders because of its success rate; and because we can due to such low numbers.	£950 – approx. 1 hour per week SENCO time.

Investigate additional funding/EHCP possibilities for PP children with learning difficulties.	SENCOs to closely investigate the learning barriers for PP children with SEND and consider further support.	ECHP and Additional funding referrals were made for 2 PP pupils after closer investigation into learning barriers. Both applications were successful and enabled one pupil to access the correct setting for secondary provision.	We will continue to investigate significant barriers to learning for our PP children with SEND and consider applications where appropriate.	EP £250
To support our PP pupils with additional needs to enable them to access mainstream school avoid exclusion. To ensure these pupils make successful transitions to secondary school.	The Hive nurture space. 1:1 or 1:2 support from experiences. Support for families through drop in and 'first day response'. Additional transition meetings and visits.	We were able to support parents through many situations and support with behaviour for children at home and at school. Some PP parents made good use of our time and would meet weekly which had a very positive impact on PP children in school. We were able to support a number of individuals with very high needs around attendance and transition to secondary schools.	This sort of approach is time heavy but the outcomes are positive so it is the way in which we would continue to work with our parents of PP children. It meant that our PP pupils made successful transitions to secondary school.	£6000
iii. Other approaches				
Desired outcome	Chosen action/approach	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 working parents of PP children	Offer free places in Breakfast Club and After School Club, offer support for funding of residential and trips.	This has enabled all of our PP pupils to attend residential in Year 4 and Year 6. Breakfast Club has also acted as an incentive for our low attenders to come into school early.	This is a really useful strategy to engage our PP learners and parents and we will continue to fund where we can.	£5200

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk