



# Our Lady and St Thomas Primary School

## Pupil Premium Strategy Statement

2019 – 2020



### Rationale

“At our school we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium.”

### Reception – Year 6 Pupil Premium Funding

| Pupils Eligible for PP Funding | Number of Eligible Boys | Number of Eligible Girls | Number of Looked After Children             | Number of Service Children |
|--------------------------------|-------------------------|--------------------------|---|----------------------------|
| 29 pupils out of 122           | Per Pupil £1,320        | Per Pupil £1,320         | Per Pupil £2,300<br>£1700 (after top slice) | Per Pupil £300             |

### Pupil Premium Summary Information

|                                     |         |                           |        |
|-------------------------------------|---------|---------------------------|--------|
| Total Number of Pupils ( Inc. FTE ) | 122     | Number of Pupils Eligible | 29     |
| Total Pupil Premium Budget          | £36,300 | % of Pupils Eligible      | 23.77% |

### 2019 - Outcomes

| KS1                       | PP Pupils |     |     | Not PP |     |     | SCH<br>GAP | KS2                       | PP Pupils |     |     | Not PP |     |     | SCH<br>GAP |
|---------------------------|-----------|-----|-----|--------|-----|-----|------------|---------------------------|-----------|-----|-----|--------|-----|-----|------------|
|                           | SCH       | NA  | DIF | SCH    | NA  | DIF |            |                           | SCH       | NA  | DIF | SCH    | NA  | DIF |            |
| EYFS GLD                  | 100%      | 72% | 28% | 81%    | 75% | 6%  | 19%        | Expected Standard Reading | 100%      | 62% | 38% | 80%    | 78% | 2%  | 20%        |
| Year 1 Phonics            | 33%       | 71% | 38% | 100%   | 84% | 16% | 66%        | Expected Standard Writing | 100%      | 68% | 32% | 87%    | 83% | 5%  | 13%        |
| Expected Standard Reading | 100%      | 62% | 38% | 92%    | 78% | 14% | 8%         | Expected Standard Maths   | 100%      | 68% | 32% | 87%    | 83% | 5%  | 13%        |
| Expected Standard Writing | 100%      | 55% | 45% | 85%    | 73% | 12% | 15%        | Expected Standard GPS     | 100%      | 68% | 32% | 73%    | 83% | 10% | 27%        |
| Expected Standard Maths   | 67%       | 53% | 14% | 92%    | 79% | 13% | 25%        | Expected Standard R/W/M   | 100%      | 51% | 49% | 73%    | 71% | 2%  | 27%        |

High Score 33% compared with 5% nationally for PP in RWM.

### Current Pupil Premium Statistics

|                      | Year R | Y1     | Y2     | Y3  | Y4     | Y5     | Y6     | All Years     |
|----------------------|--------|--------|--------|-----|--------|--------|--------|---------------|
| % PP                 | 20%    | 23.53% | 18.75% | 25% | 16.67% | 26.32% | 37.50% | <b>23.77%</b> |
| Number/ cohort total | 4      | 4      | 3      | 4   | 3      | 5      | 6      | <b>29</b>     |

### Attendance Data

| % Absence       | 2016/17 | Pers Absentee (10% def) | 2017/18 | Pers Absentee (10% def) | 2018/19 | Pers Absentee (10% def) |
|-----------------|---------|-------------------------|---------|-------------------------|---------|-------------------------|
| Ever 6 FSM      | 2.8%    | 4.3%                    | 3.8%    | 10.0%                   | 3.5%    | 0%                      |
| Non- Ever 6 FSM | 2.7%    | 2.0%                    | 2.7%    | 3.9%                    | 3.4%    | 5.8%                    |
| All             | 2.8%    | 1.3%                    | 3.0%    | 2.5%                    | 3.4%    | 7.3%                    |

### Current Attainment

#### Summary Table – Attainment July 2019

| Year Group   | Pupil Premium Pupils | Below Age Related Expectations | Expected          | Above Age Related Expectations                                  |
|--------------|----------------------|--------------------------------|-------------------|---|
| EYFS         | 3                    |                                | 100% (3 pupils)   |   |
| Y1           | 3                    | 66.6% (2 pupils)               | 33.3% (1 pupil)   |   |
| Y2           | 4                    |                                | 100% (4 pupils)   |   |
| Y3           | 3                    |                                | 66.6% (2 pupils)  | 33.3% (1 pupil)   |
| Y4           | 5                    |                                | 100% (5 pupils)   |   |
| Y5           | 6                    | 50% (3 pupils)                 | 50% (5 pupils)    |   |
| Y6           | 3                    |                                | 100% (3 pupils)   | 33.3% (1 pupil in R,W,M)<br>Highest score for GPS possible 120. |
| Whole School | 27                   | 18.5% (5 pupils all have SEND) | 81.5% (22 pupils) | 7.4% (2 pupils)   |

Provision Analysis:

2 pupils in Y1 to re-sit Phonics in Y2. Provision daily.

Mastery Maths approach in all classes to promote higher proportions of PP achieving GD.

|                          |          | <b>Barriers to Future Attainment</b>  | <b>Desired Outcomes</b>   |
|--------------------------|----------|---|---|
| <b>Internal Barriers</b> | <b>A</b> | Internal school data shows that some PP pupils with additional SEND achieve below other pupils.   | Reduce the gap between PP & SEND pupils and others in school.   |
|                          | <b>B</b> | Attendance and punctuality.   | School has made great gains with this for PP pupils however whole school attendance continues to be an area of priority to meet our whole school aim of 97%.  |
|                          | <b>C</b> | Accessing quality first teaching to diminish the difference between pupil premium and non-premium children.   | Greater % of children making increased progress from their starting points.   |
|                          | <b>D</b> | Lack of resilience when approaching challenge in lessons.   | Greater % of children learning independently and knowing how to overcome challenges.  |
|                          | <b>E</b> | Poor language skills and communication to explain reasoning and problem solving skills in maths.<br>Varying starting points (50% this year below) – vocabulary an issue with many having low starting points. | Developed confidence when solving problems and explaining reasoning.<br>School to develop vocabulary range for all pupils and access to rich texts and story time in every class. Live theatre opportunities.   |
|                          | <b>F</b> | Budget deficit – school has lost staff and had to reduce hours of TA's. Interventions are now mainly in class.  | PP achieve ARE in Reading, Writing and Maths in line with non-premium pupils and remain above the National Averages.<br>Greater proportions achieving GD.   |
| <b>External Barriers</b> | <b>G</b> | <b>Barriers to Future Attainment</b>  | <b>Desired Outcomes</b>   |
|                          | <b>H</b> | Parental engagement of some families.   | Increase parental engagement opportunities so increased links between home, school and community through 'Family Fridays'.<br>Develop Social Media so parents have an insight into school life.   |
|                          | <b>I</b> | Parental social, emotional and mental health issues.  | Develop support for parents so they can support their children through being part of the new Trailblazer scheme to support families in school.  |
|                          | <b>J</b> | Home issues affecting pupil learning – drugs, alcohol, mental health, poverty, abuse and crime.   | Effective signposting of families to organisations to assist with external factors.<br>Working with AAP to support families in our community.   |
|                          | <b>K</b> | Poverty, financial hardship, trauma, bereavement and family issues  | Nurture support to develop greater emotional well-being and support mental health. Access to counsellor weekly for our most vulnerable pupils.<br>If you care, share – whole school training to support emotional well-being, mental health and resilience. |
|                          | <b>L</b> | 4 pupils adopted from local care.   | Provide access to outside services when needed. Educational Psychologist (TS), pro-prioception (CH), access to sensory space.   |

**Pupil Premium Planned Expenditure 2019-20**

|   | <b>Desired Outcomes</b>  | <b>Action</b>   | <b>Evidence Source</b>   | <b>Expenditure</b>   | <b>Baseline Data</b>   | <b>Autumn Evaluation</b> | <b>Spring Evaluation</b> | <b>Summer Evaluation</b> |
|---|--|---|--|--|--|--------------------------|--------------------------|--------------------------|
| A | To create smaller class sizes across the school to impact directly on outcomes for all Pupil Premium.                | <p>Embed the five-class structure instead of four into OLST and ensure classes are no larger than 26 pupils.</p> <p>Re-deploy support teachers to class teacher role (Job-Share)</p> <p>Ensure all staff understand PP strategy (14/10/19) and lower attainers monitored to achieve expected ARE.</p> | <p>Class sizes 2017-18 were 30+ in KS2. Our largest 35. Direct impact on outcomes. PP pupils will benefit from the expertise of very experienced practitioners delivering Quality First Teaching and appropriate group and 1:1 interventions to accelerate progress.</p> | <p>UPS 2 Mrs Graham 2 days per week Maths/Sport specialism £19,061</p> <p>UPS 2 Mr Naughton Reading/Writing and Music specialist 2 days per week £19,061</p> | <p>Whole school attainment data indicates that our PP pupils achieve ARE unless SEND. We will aim to increase our % pupils achieving GD in comparison with non –PP pupils.</p> <p>Small classes will allow teachers to focus on these pupils with key support.</p> |                          |                          |                          |
| B | To ensure the delivery of a broad, balanced creative curriculum which addresses the learning styles of all children. | <p>Re-design the weekly timetable to encompass carousel teaching throughout Friday. This will include the delivery of Art/DT/Computing, PSHCE, MFL, Drama, outdoor learning, Forest School and PE.</p>  | <p>Pupil feedback through questionnaires, school and class council meetings highlighted the need to address attainment in the wider curriculum.</p>  | <p>£9,387 specialist teacher. (Craig’s Coaching)</p>   | <p>Foundation Subjects are taught to deliver a progression of skills so that all pupils are achieving at least ARE in all foundation areas.</p>  |                          |                          |                          |

|   |  |   |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|
| C | To offer nurture and support for all pupil premium children. | <p>Road Centre Counsellor – weekly session to support our most vulnerable pupils.</p> <p>Well-being nurse.</p> <p>Sensory Space created for pupils to use.</p> <p>Trailblazer project.</p> <p>If you Care, Share – staff training.</p> <p>Zones of Regulation training.</p> | Audit of VC across school reveals – at least <b>79% of PP</b> pupils are also targeted as our most vulnerable children dealing with a variety of issues. These include trauma, self-harm, eating disorders, bereavement, poverty, drugs, alcohol, unemployment, mental health and abuse within the home environment. | <p>£3000</p> <p>£300</p> <p>Management Time £500</p> <p>£300</p> | The mental health and well-being of all pupil premium pupils is strong as reflected in pupil questionnaires. |  |  |  |
| D | Attendance of PP pupils at Breakfast Club/Cost of Trips.     | Support PP families with the additional costs of access to breakfast club and extra-curricular activities as well as supporting School trips.   | PP pupils on the Persistent Absentee list to be targeted specifically to improve outcomes.   | £1000  | Pupil engagement and attendance levels. With a particular focus on our Persistent Absentees.                 |  |  |  |
| E | Music SLA – opportunity to learn an instrument               | Ukulele, percussion, violin and choir tuition across school.  | Ensure all pupils have access to expert music provision.   | £1200  | Pupils historically only had access to violin if they passed a test.   |  |  |  |

| Budget Summary            |  |                |
|---------------------------|--|----------------|
| Desired Outcome           |  | Cost           |
| A                         | Smaller class sizes to impact on outcomes for PP pupils and to ensure same day intervention support/challenge by experienced practitioners.  | £38,122        |
| B                         | Specialist Teachers offering access to high level Sport skills development.  | £9,387         |
| C                         | Emotional Health and well-being training and support for pupils.   | £4,100         |
| D                         | Breakfast Club/Trips/ Extra-Curricular to develop cultural capital of our pupils and provide opportunities to broaden horizons.  | £1,000         |
| E                         | Music SLA – across the whole school to ensure all pupils have access to learning an instrument or being part of a Choir and the opportunity to perform impacting on developing self-esteem, confidence, new skills and enjoyment in Music. Individual violin tuition.<br><b>School has now achieved the 'Music Award' nominated by Durham Music Service.</b> | £1,200         |
| <b>Total Budget Spent</b> |  | <b>£52,809</b> |

| Additional Funding Supporting Provision   |
|---|
| Durham University Teacher Training Partnership Income - £5000<br>General Curriculum / School Staffing |

| Governance   |                             |                           |                          |
|--|-----------------------------|---------------------------|--------------------------|
| Monitoring The Effectiveness & Impact of Pupil Premium Performance |                             |                           |                          |
| Pupil Premium Governor: <b>Mrs Joanne Norman</b>                   |                             |                           |                          |
| Pupil Premium Committee Meeting                                    | Autumn: <b>October 2019</b> | Spring: <b>March 2020</b> | Summer: <b>July 2020</b> |

Autumn Summary

Spring Summary

Summer Summary

**Review Date of Strategy:**

**October 2020**