



**Type: Statement**

**Title: Pupil Premium Impact statement & Action Plan**

**Lead: Head teacher**

**Date: July 2019**

**Review date: July 2020**



## 2018-2019 Pupil Premium Impact Statement 2019-2020 Strategic Action Plan

### Introduction

Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding.

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2300 for any pupils who have left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2018 – 2019 the allocated amount was a total of £149,270.

For the school year 2019 - 2020 the allocated amount is a total of £159,170.

### Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress; thereby helping to create a social justice for all groups of learners
- Intend to address these through specific, realistic targets with appropriate time scales
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils
- Will focus on evidence from EEF (Education Endowment Foundation) and other key research findings in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence
- Link to our Sports Premium to ensure maximal health benefits to all of our pupils

#### **The strategic plan for 2019-20 follows the EEF recommended Three Tier Approach**

**Tier 1** – will focus actions on further improving the quality of teaching for all – this will be through a bespoke programme of continuous research based professional development

**Tier 2** – will focus on carefully targeted individual and small group interventions to provide support and challenge for pupils to enhance learning attainment and progress and their social and emotional development. The aim is to reduce over time the impact of disadvantage on all our pupils.

**Tier 3** – will focus on other approaches to widen cultural opportunities for our pupils, through visits, clubs and societies and memorable opportunities we aim to develop key life skills of persistence, resilience, empathy, self - awareness and a love of learning.

The five key areas below will:

- Inform the core of the staff development and training plan for 2019-2020
- Ensure that the most efficient use of resources is achieved and that any new challenges are responded to effectively
- Facilitate appropriate training to teaching and support staff
- Support school leaders in monitoring progress against set objectives
- Enable school leaders and teachers to make use of ability curve plotting to monitor the progress of each individual pupil and ensure prompt intervention where necessary
- Ultimately, ensure that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- Support all staff members in living out the key mission of providing the best opportunities for all our pupils by working together

# Pupil Premium Impact Statement 2018 – 2019

## 1. Summary information

<b>School</b>			ST. FINBAR'S CATHOLIC PRIMARY SCHOOL		
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£149,270	<b>Date of most recent internal review</b>	July 2019
<b>Total number of pupils on roll</b>	206	<b>Number of pupils eligible for PP</b>	114 @ 55%	<b>Date for next internal review of this strategy</b>	January 2020

## Distribution of PP children across school (Autumn 2018)

	% of PP chn in the class	% of non-PP chn in the class		% of PP chn in the class	% of non-PP chn in the class
<b>N:</b>	0/25 @ 0%	25/25 @ 100%	<b>R:</b>	1/16 @ 6%	15/16 @ 94%
<b>Y1:</b>	18/30 @ 60%	12/30 @ 40%	<b>Y2:</b>	21/30 @ 72%	9/30 @ 30%
<b>Y3:</b>	14/20 @ 70%	6/20 @ 30%	<b>Y4:</b>	18/28 @ 64%	10/28 @ 36%
<b>Y5:</b>	18/27 @ 67%	9/27 @ 33%	<b>Y6:</b>	24/30 @ 80%	6/30 @ 20%

## 2. Statutory Assessment End-of-Year outcomes (July 2019)

EYFS GLD		Y1 PHONICS	
86%		80%	
75% PP	100% non-PP	79% PP	82% non-PP

STANDARDS		Reading		Writing		Maths		Combined	
Y2 Teacher assessment		E @ 59% & G @ 14%		E @ 55% & G @ 7%		E @ 59% & G @ 7%		E @ 55% & G @ 7%	
	EXS	59% PP	58% non-PP	59% PP	50% non-PP	65% PP	50% non-PP	59% PP	50% non-PP
	GDS	18% PP	8% non-PP	6% PP	8% non-PP	6% PP	8% non-PP	6% PP	8% non-PP

STANDARDS		Reading		Writing		Maths		Combined	
Y6 SATs		E @ 43% & G @ 3%		E @ 53% & G @ 3%		E @ 57% & G @ 7%		E @ 30% & G @ 0%	
	EXS	35% PP	53% non-PP	47% PP	67% non-PP	53% PP	67% non-PP	24% PP	42% non-PP
	GDS	0% PP	8% non-PP	0% PP	8% non-PP	6% PP	8% non-PP	0% PP	0% non-PP

PROGRESS		Reading		Writing		Maths		Combined	
Y6 SATs		%		%		%		%	
		% PP	% non-PP	% PP	% non-PP	% PP	% non-PP	% PP	% non-PP

### **Summary of expenditure for 2018-19 and the impact.**

There was a renewed focus on staff development in light of the proposed changes to the EIF. This included raising awareness of the importance of the curriculum accessibility, developing appropriate assessment methodologies to supplement and moderate more effectively teacher based assessments.

#### **Lessons Learned.**

We are able to evidence that the progress at KS 1 is good for all PP pupils – however expectations and level of challenge have not been sustained effectively throughout KS2 – therefore pupils were not building on the firm foundations of core skills. We also felt too many interventions were leading to pupils missing some aspects of the wider curriculum.

A further important lesson learned was the need to extend staff training about the long term impact of disadvantage and the support for children with SEMH and this has led to a focus on raising mental health awareness and support at all ages.

This analysis of 2018-19 has resulted in the following strategic plan for 2019-20

## Pupil Premium Strategic Plan for 2019-20

### 3. Barriers

Text written in black indicates the desired outcomes and any lessons learnt following the end-of-cycle review

Text written in red indicates the range of actions to be taken/  
have been taken in each of the three tiers

Text written in blue indicates how the impact of the actions will be measured

In-school barriers			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Methods of measuring impact
<b>Standards &amp; Progress</b>  Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.	<ul style="list-style-type: none"> <li>All pupils make minimum of 'expected' progress in reading, writing and mathematics</li> <li>All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER</li> <li>All teachers are aware of how to utilise the NFER Pupil Plotting</li> <li><b>PDMs – data plotting, distribution curves, use on QLA, and introduction of new ways of working (Read to write, White Rose &amp; STOPS etc.)</b></li> <li><b>To be measured by national standardised testing and our own internal progress tracking.</b></li> <li><b>TIER 1 Actions - CPD for all staff on the use of NFER data for plotting pupil progress</b></li> <li><b>Specific CPD on EEF research based processes – high quality verbal feedback: use of metacognition – questioning techniques</b></li> <li><b>TIER 2 approaches will focus on targeted interventions before and after school using the six week monitoring forms to provide input and output measures to evidence impact and involve pupils</b></li> <li><b>TIER 3 actions will involve the use of a planned programme of visits and guests to stimulate wider pupil interest and act as learning hooks to engage pupils.</b></li> </ul>	<ul style="list-style-type: none"> <li>Children tracked using NFER testing to ensure progress outcomes accurately reflect standards and progress</li> <li>Teachers are able to input their own results and use it to inform planning for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an appropriate method of measuring progress, using NFER starting and end points</li> <li>Use distribution curve with age-standardised results to inform next-steps planning</li> <li>NFER QLA used more timely to inform next-steps planning</li> <li>Review the impact of R2W and White Rose; adapt as necessary</li> <li>Plan for NFER tests to be undertaken each term in the penultimate week with analysis and pupil progress meetings to be carried out within the final week.</li> </ul>

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In-school barriers			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Methods of measuring impact
<p><b>Language &amp; communication</b></p> <p>Low levels of spoken communication skills and vocabulary-lag on entry to school</p> <p><b>B.</b></p>	<ul style="list-style-type: none"> <li>Focus on early identification and intervention to improve verbal communication skills (EYFS and on-entry)</li> <li>Children to become better at asking appropriate questions and at the right times</li> <li>Children are more knowledgeable and better-skilled at using subject-specific vocabulary more appropriately in both oral and written forms</li> <li>Increased staff awareness of the impact of disadvantaged backgrounds on development of verbal skills</li> <li><b>PDMs – Oracy Voice 21 project, identification of an Oracy Champion, adapt planning so as to make the use of subject-specific and technical vocabulary more deliberate and explicit, learning walks to quality-assure the correct usage of Standard English by staff members</b></li> <li><b>To be measured by national standardised testing, teacher assessment and observations.</b></li> <li><b>Appropriate screening and strategies on entry.</b></li> <li><b>TIER 1 actions will include bespoke training for KS2 staff on speech and language development</b></li> <li><b>Subject leader training on developing subject vocabulary</b></li> <li><b>TIER 2 actions will involve short term interventions to meet identified needs by use of six week monitoring</b></li> <li><b>Tier 3 actions actions will include planned opportunities for pupils to speak about their culture – their appreciation of art, design, music.</b></li> <li><b>To invite musicians and artist to help develop pupils' awareness of their local community</b></li> </ul>	<ul style="list-style-type: none"> <li>All children achieve at least expected progress and show increased confidence in their use of verbal communication</li> <li>All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning</li> <li>Staff are 100% confident in their use of standard English and fully understand the implications of the language they use during lessons</li> <li>Children's understanding and application of subject-specific and technical vocabulary is evident across the curriculum and in NFER test outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Track standards from "A language in common" on pupil distribution curves for EAL/MEG children</li> <li>Continue to ensure that early intervention programmes of targeted support are in place for EYFS children (e.g. Time-to-talk)</li> <li>Ensure that when conducting any monitoring that vocabulary and language acquisition is always referenced and on everybody's agenda</li> </ul>

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**In-school barriers (continued)**

Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<p><b>Cultural capital</b></p> <p>Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP children</p> <p><b>C.</b></p>	<ul style="list-style-type: none"> <li>• That the cultural capital of PP children is increased and helps create happy memories and experiences</li> <li>• That children's awareness of the world, their place in it and responsibility for it is widened and deepened</li> <li>• That children are able to talk about their experiences with confidence and appropriate subject-specific vocabulary</li> <li>• A range of extracurricular clubs to be provided; including; yoga, choir, multi sports, craft and dance.</li> <li>• A range of trips and visitors to school to be provided for children to enhance and widen cultural experiences.</li> <li>• Specialist teachers provided to enrich children's learning experiences, including: French &amp; Music</li> <li>• To be measured using feedback from pupil and parent questionnaires and attendance at clubs</li> <li>• TIER 1 actions will include awareness raising sessions for staff on the impact of extending cultural capital on pupil attitudes to learning</li> <li>• Staff training in the implementation of methods of measuring pupil dispositions – such as GL PASS</li> <li>• TIER 2 actions will include close monitoring of pupil access to cultural opportunities and intervention where necessary to ensure no pupil misses out</li> <li>• The development of target groups for music and art therapy opportunities</li> <li>• TIER 3 will include the mapping of cultural opportunities across the curriculum</li> <li>• Developing improved methods of obtaining feedback from pupils and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and families feel inspired to undertake their own cultural visits in and around the local and wider community</li> <li>• Positive feedback from parents and pupils</li> <li>• Improved levels of attendance</li> <li>• Improvements in attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to seek pupil and parent voice in order to further provide opportunities to increase wider cultural experiences.</li> <li>• To continue to ensure that the curriculum provides opportunities that increase curriculum enrichment</li> <li>• Signpost families to wider community cultural events – website, external and internal noticeboards etc.</li> <li>• Keep the MJ Productions every September – excellent quality and tremendous enjoyment. Children are inspired to read the books of the given performance</li> </ul>



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External barriers			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<b>D.</b> <b>Attendance &amp; Punctuality</b> Low levels of attendance and punctuality. For some families there is also persistent absenteeism.	<ul style="list-style-type: none"> <li>• Improve attendance rates in line with non-disadvantaged pupils</li> <li>• Improved punctuality</li> <li>• Staff are more aware of the negative impact of poor attendance – all staff are equipped with strategies that enable a seamless transition back to school post absence</li> <li>• Continue to strengthen relationships and communication with parents, thereby raising aspirations and improving attendance and punctuality – coffee mornings, drop-ins, individual support, parents' evenings etc.</li> <li>• Continue to use and monitor the effectiveness and rigour of in-house attendance procedures</li> <li>• Continue to use pupil voice to help determine the range of rewards preferred by children</li> <li>• To be measured half-termly via SIMS (and reported to the head teacher and governors each half term</li> <li>• TIER 1 – raise awareness with all staff of the impact of absence on pupil progress</li> <li>• TIER 2 –specific monitoring and home visits for targeted groups</li> <li>• Use of visits and wider opportunities to encourage improved attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved % figures to at least 96% in-line with national expectations</li> <li>• Improved PA % in- line with national expectations</li> <li>• Fewer recorded 'late' minutes.</li> <li>• Staff feel that children with poor attendance are experiencing fewer disruptions during a series of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to identify triggers/ patterns in absences and poor attendance, putting strategies in place to remove barriers.</li> <li>• To further highlight awards to pupils and the impact on missing school to parents.</li> <li>• Make weekly phone calls to parents praising children for any reason – raising the profile of being in school</li> <li>• Use pastoral care opportunities to further improve attendance and punctuality, focussing on specific children for support (HLTA)</li> <li>• Consider how the start of the day can be better-organised so as to minimise lateness</li> </ul>

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External barriers (continued)			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<b>E. Home/life factors</b>  Some families experience difficulties supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.	<ul style="list-style-type: none"> <li>To assist parental engagement and involvement in their children's learning</li> <li>More families stimulating reading for pleasure at home</li> <li>To increase teacher awareness of the impact of home life on the development of Cultural Capital</li> <li><b>Stay-and-plays, parental workshops, home visits (EYFS) newsletters for parents etc.</b></li> <li>To be measured by attendance and participation across of number of events. NFER baseline measures will be established and used for comparison purposes</li> <li><b>TIER 1 To raise staff awareness of the long term impact of disadvantage on pupil life chances – with particular reference to ACEs</b></li> <li><b>To train staff in developing positive relations with hard to reach families</b></li> <li><b>TIER 2 – identify families and create individual family support programme</b></li> <li><b>TIER 3 develop family opportunities to build culture – film nights – family days.</b></li> </ul>	<ul style="list-style-type: none"> <li>Increase in parental attendance at all school organised events</li> <li>Increased number of children attending enrichment activities/clubs outside of school hours</li> </ul>	<ul style="list-style-type: none"> <li>Consider sending individual invitations to targeted parents to encourage and widen parental engagement at events</li> </ul>

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External barriers (continued)				
Barrier		Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
F.	<b>Home/life factors</b>	<ul style="list-style-type: none"> <li>To ensure there is a no excuses approach to developing the aspirations of pupils</li> <li>To use research findings and national and international best practices to build relationships with families and provide positive support to ensure the development of an appreciation of the importance of a good education</li> <li><b>TIER 1 specific staff training on methods to build positive relationships with families</b></li> <li><b>A focus on early years speech and language development</b></li> <li><b>TIER 2 Target families with reference to appropriate external support services</b></li> <li><b>TIER 3 – Create family day opportunities</b></li> <li><b>Film and music afternoons</b></li> <li><b>Links to Sports Premium opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>A narrowing of the disadvantage gap evidenced by pupil progress and a strong ethos</li> </ul>	<ul style="list-style-type: none"> <li>That effective staff awareness and bespoke CPD will improve the impact of positive relations and reduce dissonance between school and street culture</li> </ul>
	Poverty and low aspirations within some families coupled with living in an area of high deprivation and criminal activity			