



Our Lady of Sorrows Catholic Primary School.

PUPIL PREMIUM STRATEGY

2020-21

Our Lady of Sorrows Catholic Primary school Pupil Premium Strategy

Principles for use of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups and to ensure that the needs of socially disadvantaged pupils are addressed.
- In so doing, we recognise that not all pupils who are, or have been eligible for free school meals within the last 6 years, are socially disadvantaged. We also recognise that there are socially disadvantaged and vulnerable pupils who do not qualify or register for free school meals.
- We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Allocation will also reflect impact research including reported findings by the Education Endowment Fund (Sutton Trust) and Ofsted

Objectives in spending PPG:

- To continue to close the gap in attainment between Pupil Premium and Non Pupil Premium pupils in Reading, Writing and Maths across the school.
- To ensure there is no significant difference in progress made between SEND, FSM and vulnerable pupils and whole cohort and to accelerate the progress of these children to narrow the gap in attainment.
- To secure consistently good or outstanding teaching and learning, with appropriate emphasis and focus on accelerating learning of FSM/SEND/PP and other vulnerable pupils.

1. Summary information					
School	Our Lady of Sorrows Catholic Primary school				
Academic Year	2019/2020	Total PP budget	£43 004	Date of most recent PP Review	Spring 2017
Total number of pupils	179	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Termly Spring 2022

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupils being ' <i>ready to learn</i> ' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills, e.g. organisation, commitment, resilience.
D.	Gaps in prior learning.
External barriers	
E.	Consistency of attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved, how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

3. Desired outcomes		Success criteria
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance is to be better than % for national non-disadvantaged
B.	Pupils' can access learning in class because their physiological, safety, and esteem needs are met and their yearning to belong is fulfilled.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn is reduced.
C.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
D.	Pupils read regularly and have access to high quality texts within structured and free reading sessions, both inside and outside of English lessons and have opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
E.	Pupils are excellent mathematical problem solvers.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

The Tiered Approach to Pupil Premium Spending (EEF Toolkit)

Teaching:

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.

Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

4. Planned expenditure					
Academic year	2020/21				
	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					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
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Team Teach training for all staff	£1000	A range of de-escalation and relationship building and enhancing strategies are developed and employed by all staff.	Previous reliance on a limited number of staff being team teach trained has proven to be counter productive. Wider assimilation of expertise will reduce negative interactions and promote better more effective behaviour management strategies throughout school.	Wider assimilation of expertise will reduce negative interactions and promote more effective behaviour management strategies throughout school. Academic progress accelerated as a result.	Reduction in number of physical interventions, increased time learning for all children. CPOMS records will determine positive outcomes.
Funding for attendance initiatives Lead S Desmond – Attendance Officer	£700	Range of graduated termly rewards for children with attendance of 98% to 100%. Commission events to promote attendance, e.g. class reward, out of school visit (covid restrictions permitting). More significant rewards, e.g. scooters, given at the end of each term for best or most improved attenders.	Attendance and punctuality remains an ongoing challenge, this is further impacted by the current climate. Improving attendance, particularly for the most vulnerable learners, will directed impact of their improving their outcomes and learning opportunities in the classroom.	<ul style="list-style-type: none"> Attendance of PP pupils is in line with or better than non-PP pupils and NA. PA data is in line with NA. % of PP with PA reduces so that it is at least in line with LA/national averages. % of pupils who are late reduces. 	<p>Weekly monitoring of attendance and punctuality through weekly family support meetings.</p> <p>Termly and annual whole school and pupil group attendance data report from the attendance officer, including comparison with historical and national data.</p>
ii. Targeted support – Teachers & Teaching staff					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
TA specialising in maths. JM LP- Maths lead	£1600	8 Targeted children across Yr6 looking at giving children opportunities to develop maths skills in 1-1 or small groups.	To improve ARE for targeted children in year 6.	Improved progress across Maths and in readiness to learn	Tracking of the children and PPR meetings.
Interventions across school Lead U. Thrower/ S.Kershaw	£1665.00	Scheduled interventions focusing on pre and post method of teaching for phonics & literacy	To improve ARE for targeted children across all year groups.	Improved progress across English and in readiness to learn	All pupils, including PP pupils make progress in line with SDP targets Termly data tracking. Fortnightly teaching observations - teaching and

					informal observations for Support staff
Interventions across school Lead U.Thrower	£1665.00	Interventions regularly focusing on pre and post method of teaching for maths.	To improve ARE for targeted children across all year groups..	Improved progress across Maths and in readiness to learn	All pupils, including PP pupils make progress in line with SDP targets Termly data tracking. Fortnightly teaching observations - teaching and informal observations for Support staff
Reading challenge – Whole school Lead EM	£500	Across the whole school children will be tasked with reading at home or to identify adults within school. Special visits for and books given to all children completing reading challenges throughout KS1 & KS2	To improve ARE in reading To improve a love of reading	Improved progress across school reading and willingness to read	All pupils, including PP pupils make progress in line with SDP targets Parental feedback.
Targeted Reading/ Phonics Support –KS1 S.Kershaw	£1187.00	Specific interventions for children in danger of not maintaining attainment levels in English for Y1 and Y2 based on GLD in EYFS	To maintain and improve English attainment in KS1	Improved progress across KS1 reading and willingness to read	All GLD children reach ARE in KS1 SATs for reading
Maths interventions – KS2 focus Lead LP	£500	Across KS2 children will be given a times table challenge appropriate to their level. They will then be given support to ensure that they progress through the levels as their competency grows. Online & @ home free subscriptions to Times Table Rockstars	To improve basic number skills across KS1 & KS2	Improved progress in number and in applying number facts	All pupils, including PP pupils make progress in line with SDP targets/PM targets Parental feedback.
CPD sessions on questioning and resilience Lead L.Powell	£764	Training for all teachers in reading and embedding an approach with supports questioning, mastery in subjects and resilience.	To improve QFT in reading to impact on achievement of all pupils and PP in particular to diminish attainment differences.	Training strategies adopted	All pupils, including PP pupils make progress in line with SDP targets/PM targets in reading

					Termly data tracking as above Fortnightly teaching observations - teaching
Year 6 targeted group support and mentoring K.Foden T.W	£2000	Year 6 identified children who need support in resilience and self confidence in maths and English, will spend identified time 1-1 or in small groups	Intervention to support children in achieving their targets	Children will be able to apply strategies in lessons and test conditions.	All pupils, including PP pupils make progress in line with SDP targets Termly data tracking as above
li Targeted Support – Support Staff					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Additional TA hours to support targeted group – UT lead	£3100	Identified children who need support in resilience and self confidence in a more play based and needs lead provision, to support engagement and readiness to learn.	Staffing ratios were limiting opportunities to access extended independent learning in some classes. They were also limiting opportunities for targeted teaching in differentiated groups and 1:1 intervention work. We seek to enhance parental engagement and involvement in children's learning.	<ul style="list-style-type: none"> F1 and F2 pupils will make accelerated progress, particularly in social, Literacy and mathematical development Accelerated progress in CLL and phonics PP and boys attainment gaps narrowed. ELGs and GLD targets reached 	Termly tracking data Ongoing observation/update Fortnightly lesson observations External assessment moderation Parental attendance and evaluation of review sessions.
li Targeted Support					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
SEMH support check ins and nurture group UT/LS Lead	£2000	<ul style="list-style-type: none"> 1:1 Social and emotional support for vulnerable pupils Rainbows Programme 	Role supports positive climate for learning by providing targeted support for PP and other vulnerable pupils to manage feelings and behaviour.	<ul style="list-style-type: none"> All pupils, including PP pupils make progress in line with SDP targets/PM targets 	Progress data - As above Pre and post intervention SDQs

		<ul style="list-style-type: none"> • Provide universal and targeted lunchtime and homework clubs • Respond to behaviour incidents • Drop in facility • Work with SENCo to enhance behaviour and attendance 	To reduce incidences of negative behaviour, particularly by PP pupils. Targeted pupils enabled to access learning and make progress.	<ul style="list-style-type: none"> • % of behaviour incident reduce for targeted pupils • All children and parents feel children are safe and cared for in school. 	Attendance and exclusion data Parent and pupil surveys.
CPD for Teaching Assistants	1 hour per half term Average TA rate x10 staff = £510	Teaching Assistants attend half termly CPD sessions dependent on need.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.	CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils.	Teaching Assistants are more able to identify barriers for learning and therefore have delivered targeted intervention to support those children identified.
Targeted aspirational visits – Ks1/KS2 JL/TL LS Lead	£2000	<ul style="list-style-type: none"> • Identified children will go on trips to identified places to broaden their horizons and give them the experiences that they might not be given 	To ensure all children have the chance to experience different places in Doncaster and the local area.	There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.	Attendance records Monitoring of attendance by PP pupils
ii Targeted Support - Specialist Support					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Commission additional CBT Support Lead –U.Trower SENCo	£3500	Assess and offer strategies for identified children	LA offer does not meet needs of school	Appropriate support in place for targeted pupils to enable them to make expected progress of 1 step per term /meet target outcomes	Termly data tracking/standardised scores Miscue analysis

Commissioned SALT (NHS) Lead U.Thrower (SENCo)	£1580	Assess and offer strategies for identified SEN children	LA offer does not meet needs of school	Appropriate support in place for targeted SEN/PP pupils to enable them to make expected progress of 1 step per term /meet target outcomes	Termly data tracking/standardised scores Miscue analysis
iii Other approaches					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Parental engagement Lead LS	NO COST	Workshops based around common learning topics through school ie phonics, sen, literacy and maths. Provide hands on learning experiences for parents. Sharing events – encouraging children to show pride in their work and build upon community links.	Regular workshops and sharing events in order to get parents in to school to understand the current curriculum and effective communication. Parents to reinforce learning messages.	Families attending meetings regularly – communication becoming more effective. Attendance of PP children improved	Attendance of events records Feedback records
Subsidy for out of school activities /trips	£2000	Extra-curricular clubs offered at subsidised rate to all pupils and free of charge for targeted pupils. School trips subsidised for all/identified PP pupils. Partnership agreement with Rock Steady initiated with priority participation for PP children	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal subsidy offered to maximise engagement in activities. Incentivise attendance so that all PP pupils access at least one extra-curricular club per term.	There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.	Attendance records Monitoring of attendance by PP pupils Take-up of activities/level of participation by targeted families/pupils.
Breakfast Club Lead JH	£3510	Breakfast Club offered at subsidised rate to all pupils and free of charge for targeted pupils.	FSM eligibility is not reliable indicator of deprivation/need therefore universal subsidy offered to maximise engagement	Disadvantaged and Pupil premium children are attending school and coming in on time.	Attendance records Monitoring of attendance by PP pupils Attendance and punctuality data

Music Enrichment – Lead- ES	£1845	Providing children the opportunity to learn an instrument and to perform in a group	Disadvantaged children to have the same opportunities and aspirations as all children.	There are a large number of Disadvantaged and Pupil premium children able to play an instrument and share this skill with others	Take up of music lessons. Children perform for parents and a wider audience.
Enrichment – whole school wider curriculum/ wellbeing opportunities every Friday Lead UT	£6000	Providing children with opportunities to learn skills in a variety of areas that promote self-confidence, resilience, perseverance and social skills once a week. The sessions that are currently offered this term are in sports, yoga, art, meditation, gardening ,music emotional literacy, and gardening/forest schools,	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal subsidy offered to maximise engagement in activities.	Curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.	Termly observations and impact report on engagement and sample SDQs to support resilience.
General Behaviour and targeted incentives across whole school LS and MA lead	£3000	Provide incentives to support high engagement in behaviour for learning strategies running through school in order to maximise learning time. Use the specialist team to support Positive Play, Lego Therapy, Yoga to improve behaviour.	Provide clear behaviour management policy across the whole school that both motivated and engage children to support behaviour for learning.	Appropriate support in place for targeted all children and PP pupils to enable them to consistently apply high level of behaviour for learning in lessons	.
Revision Guides – targeting year 2 and year 6 pupils MS and EM lead	£310	Provide learning resources to support home learning specifically targeted for year 2 and year 6 pupils.	Parents supported to help children's learning at home	PP attainment gaps narrowed	Progress data – see above Parental feedback.
Pupil premium fund – contingency fund for families. LS, CL,	£1000	Provide a fund where families experiencing difficulties with school uniform, trips or resources.	Parents can approach Family support team who would sign post them to CL/LS who would support access to the fund.	Appropriate support in place for targeted all children and PP pupils to enable them to consistently access equipment	Termly.