

# St Pancras Catholic Primary School Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	St Pancras Catholic Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£55,440	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	44	<b>Date for next internal review of this strategy</b>	January 2020

2. Attainment		
<b>Key Stage 1 Results</b>	<i>St Pancras figures for pupils eligible for PP (2019)</i>	<i>National figures for pupils not eligible for PP (2018)</i>
% achieving expectations in reading	%	<b>79%</b>
% achieving expectations in writing	%	<b>74%</b>
% achieving expectations in maths	%	<b>80%</b>
% achieving expectations in reading, writing and maths	%	<b>69%</b>
<b>Key Stage 2 Results</b>	<i>St Pancras figures for pupils eligible for PP (2019)</i>	<i>National figures for pupils not eligible for PP (2018)</i>
% achieving expectations in reading	%	<b>80%</b>
% achieving expectations in writing	%	<b>83%</b>
% achieving expectations in maths	%	<b>81%</b>
% achieving expectations in reading, writing and maths	%	<b>70%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Gaps in prior learning
<b>B.</b>	Limited speech and language skills

<b>C.</b>	Poor learning behaviours e.g. organisation, resilience, commitment	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Lack of role models and knowledge of how to achieve	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To ensure pupils are receiving quality first teaching to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.	<ul style="list-style-type: none"> <li>• Pupils will meet (or exceed) age related national expectations in English and Maths.</li> <li>• Spare teacher/teaching assistant capacity used for small intervention groups and to support identified PiXL therapy groups.</li> <li>• Teachers will use PiXL assessment to adapt teaching sequences and identify therapy groups where there are gaps in pupil knowledge.</li> <li>• Support staff will support learning effectively.</li> <li>• All staff will receive appropriate CPD to facilitate development and high quality teaching eg. Metacognition, Rosenshine's principles and PiXL training.</li> <li>• English Leader completing project for NPQSL on 'Closing the vocabulary GAP' focusing on Years 1,2 and 3.</li> <li>• Pupils to engage with and use PiXL apps to improve vocabulary and timestable knowledge.</li> <li>• Pupils not engaging with apps will be followed up by intervention teacher/TA.</li> </ul>

<b>B.</b>	<p>To develop and build the capacity in school for speech and language therapy.</p> <p>To embed and sustain a reading culture that ensures all pupil read regularly and engage with Accelerated reader.</p> <p>To ensure pupils read regularly and have access to a variety of high quality texts within school.</p>	<ul style="list-style-type: none"><li>• A member of staff will be trained in Speech and Language therapy through ELKLAN, increasing capacity within the school for speech and language intervention.</li><li>• Pupils will read regularly (4x a week) outside of normal class reading.</li><li>• Pupil will engage with and take Accelerated Reader quizzes on the books they have read.</li><li>• Number of words read by each class will be tracked and the celebration assembly will involve 'Battle of the Books' where the class that has the highest number of words read receives a trophy.</li><li>• Quantity/quality of reading will be tracked each week by class teachers (number of quizzes/% of correct answers on quiz)</li><li>• Pupils not engaging will be followed up by intervention teacher/TA.</li></ul>
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<p><b>C.</b></p>	<p>To provide pupils with opportunities to evaluate their own learning behaviours.</p> <p>To introduce learning behaviours throughout the school.</p> <p>To improve pupil's mental resilience.</p> <p>To develop and build capacity within the school to deliver the Thrive programme.</p> <p>To improve lateness and attendance</p>	<ul style="list-style-type: none"> <li>• Staff to use PiXL Character resource with pupils so pupils can begin to reflect and evaluate their own learning behaviours.</li> <li>• Staff to introduce learning behaviours throughout the school, initially focusing on a specific behaviour each week.</li> <li>• Current Thrive practitioner to deliver before school nurture groups so pupils have a good start to the day improving their mental resilience.</li> <li>• A member of staff to be trained as a second Thrive practitioner to build capacity within the school to deliver Thrive programme.</li> <li>• The school will contact parents proactively if attendance slips.</li> <li>• CISS annual package to work with disadvantaged pupils who have anxiety and have a history of refusing school.</li> <li>• Introduction of late book which parents must sign and give reason for lateness.</li> <li>• Breakfast club and After-school club offered free to PP children.</li> </ul>
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<p><b>D.</b></p>	<p>To provide pupils with experiences (eg.visitors or visits) that will increase their cultural capital.</p> <p>To provide opportunities for pupils to meet role models from a wide variety of careers.</p> <p>To provide opportunities for pupil to give back to the community.</p>	<ul style="list-style-type: none"> <li>• Pupils to have a planned set of experiences that will benefit their cultural capital and life skills eg. Walking to local shops/park, train journey to Felixstowe, visit to Museum, see a play etc</li> <li>• A careers week will be planned where professionals (potentially some of them alumni of the school) to talk to children about university and/or their career.</li> <li>• Enrichment afternoons where children gain life skills eg. RAF coming in to instruct Year 5 and 6 in First Aid. Children to go to St Alban's for DT and ICT experiences to support their transition to high school.</li> <li>• After school sports clubs offered at no cost to PP pupils.</li> </ul>
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5. Planned expenditure					
<b>Academic year</b>	<b>2019-20</b>				
The three headings enable you to demonstrate how you 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

<p>A To address gaps in learning so that children can meet or exceed age related expectations.</p>	<p>PIXL assessments PIXL apps QLAs Therapy groups – led by teacher where possible Adapt teaching where appropriate</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: -Pupil having clear goals/objectives. -Teachers providing pupils with modelling, scaffolding, appropriate steps to achieve them.</p> <p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>PIXL CPD PIXL app training PIXL date spreadsheet analysis Pupil progress meetings Lesson observations Work scrutiny</p>	<p>KS Leads HoS</p>	<p>Termly</p>
<p>A To provide CPD to ensure teaching is of an excellent standard</p> <p>B To develop and build the capacity in school for speech and language therapy.</p>	<p>PIXL CPD English lead giving CPD from her NPQSL project on 'Closing the vocabulary gap' Rosenshine's Principles of Instruction CPD Metacognition CPD CPD from Maths Consultant – Liz Gibbs</p>	<p>July 2016 DFE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>The Education Endowment Foundation Making Best Use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>All CPD feeds into the foci for the School Development Plan and SEF.</p>	<p>HoS KS leads/English Lead</p>	<p>Half Termly</p>

<p>B To embed and sustain a reading culture that ensures all pupil read regularly and engage with Accelerated reader.</p>	<p>Each teacher to monitor their class' engagement with Accelerated Reader.</p> <p>All pupils will read 4 times a week</p> <p>Staff to inform teaching assistant of children who are not reading enough or engaging with Accelerated Reader so they can be targeted.</p>	<p>Good literacy skills underpin academic success in every subject. 'In my view, the most important thing a school can do for its pupils – and for society- is to teach them read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p>	<p>Accelerated reader</p> <p>Teachers to track their own class and the number of quizzes they have taken and word count</p> <p>Children to read 4x a week outside of school time and this is monitored in home/school or reading diary by teachers</p> <p>Battle of the books – competition for classes to win a trophy for most words read that week.</p>	<p>English Lead KS leads All teachers</p>	<p>Half Termly</p>
<p>B To ensure pupils read regularly and have access to a variety of high quality texts within school.</p>	<p>Number of words read by each class with be tracked and the celebration assembly will involve 'Battle of the Books' where the class that has the highest number of words read receives a trophy.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through the school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>			

C Poor learning behaviours eg. organisation, resilience, commitment	Staff to introduce learning behaviours throughout the school, initially focusing on a specific behaviour each week.	<p>Many studies show that children who have a growth mindset respond differently in challenging situations and do better in school over time.</p> <p>Encourage pupils to take responsibility for, and play an active role in, their own learning. This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning.</p> <p>From Guidance Report 2017, Education Endowment Foundation.</p>	Learning walks Impact on learning Pupil perceptions	KS leaders HoS	Half Termly
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**Total budgeted cost    £21,482**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A To address gaps in learning so that children can meet or exceed age related expectations.	Various interventions according to need including PiXL therapies. Interventions may occur before school or in class groups with the teacher or intervention teacher.	<p>Gaps identified using PiXL and formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/ appropriate steps to achieve them.</p>	Half termly pupil progress meetings.	Key Stage Leaders	Half termly



<p>B To develop and build the capacity in school for speech and language therapy.</p>	<p>A member of staff will be trained in Speech and Language therapy through ELKLAN, increasing capacity within the school for speech and language intervention.</p> <p>Intervention groups to begin with disadvantaged pupils identified by Communicate or NHS SALT</p>	<p>There is good quality evidence that small group interventions delivered by teaching assistants can improve the oral language skills of children at risk of language difficulties at school entry. For example, Fricke et al (2013) show significant improvements in oral language in children in nursery and reception following an oral language intervention. (Carroll et al. 2017 SEN support: A rapid evidence assessment)</p>	<p>Monitor progress of pupils</p> <p>Evaluation of interventions and impact on Speech and Language development.</p>	<p>HoS/SENCo</p>	<p>Termly</p>
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C To improve lateness and attendance	CISS annual package to work with disadvantaged pupils who have anxiety and have a history of refusing school.	Addressing attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.  Informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	Monitor attendance half termly.  SENCo to meet with CISS and evaluate progress of PP pupils on CISS package	HoS/SENCo	Half termly
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**Total budgeted cost    £23,925**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C To improve lateness and attendance	Introduction of late book which parents must sign and give reason for lateness.  The school will contact parents proactively if attendance slips.  Breakfast club and After-school club offered free to PP children.	Addressing attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.  Informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	Monitor attendance half termly.  Follow up letters, phone calls and meeting organised promptly.	HoS	Half Termly

<p>D To provide pupils with experiences (eg.visitors or visits) that will increase their cultural capital.</p> <p>To provide opportunities for pupils to meet role models from a wide variety of careers</p>	<p>Pupils to have a planned set of experiences that will benefit their cultural capital and life skills eg. Walking to local shops/park, train journey to Felixstowe, visit to Museum, see a play etc</p> <p>Sports clubs</p> <p>Theatre visits</p> <p>Class trips</p> <p>Religious visitors and workshops</p> <p>A careers week will be planned where professionals (potentially some of them alumni of the school) to talk to children about university and/or their career.</p> <p>Enrichment afternoons where children gain life skills</p> <p>DT and ICT experiences to support their transition to high school at St Alban's</p> <p>Priority given to PP pupils to attend clubs and 2 clubs funded</p>	<p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>The Sutton Trust states that participating in after school programmes has some impact on measure of academic achievement. There is evidence that there are wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>Ofsted's New Framework Requirement: 26: Quality of education</p> <p>Schools will be judged on the intent, implementation and impact of their curriculum.</p> <p><i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>	<p>Review programme of trips and visits.</p> <p>Monitor attendance at clubs.</p>	<p>Head of School</p> <p>Subject leaders</p>	<p>Yearly</p>
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	<b>Total budgeted cost</b>	<b>£10,033</b>
	<b>TOTAL COSTS</b>	<b>£55,440</b>