

Our Lady's Pupil Premium Strategy Statement 2020-21



1. Summary Information					
School	Our Ladys Primary School				
Academic Year	2020/21	Total PP budget	£54,520	Date of most recent PP review	February 2017
Total number of pupils	197	Number of pupils eligible for PP	40 pupils (20%)	Date of next internal review of this strategy	November 2021

2. School Data Summary 2019-20
Due to COVID 19 external data is not available. We have used internal teacher assessment data and ongoing progress monitoring to develop our Pupil Premium Strategy for 2020-21.

4. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
In-school Barriers <i>(issues to be addressed in school)</i>	
A.	A significant number of pupils entering Reception with poor English language skills
B.	A significant number of pupils eligible for PP requiring support with social, emotional and mental health needs
C.	Under achievement in reading, writing and maths within KS1 and KS2

External Barriers (issues which also require action outside school, such as low attendance rates)					
F.					
5. Desired Outcomes					
	Desired outcomes and how they will be measured		Success criteria		
A.	Improve English language skills for pupils in Reception and KS1 to support their development of early phonic skills and reading and writing.		Fewer pupils receiving/needing SaLT support. Increased percentage of pupils achieving National Expectations in areas of speech, listening, communication, reading and writing, including the year 1 phonic screening check.		
B.	Appropriate pastoral support for pupils and families with SEMH to feel more confident and resilient in the classroom environment and to make at least nationally expected progress		PP children identified as having social, emotional and/or health issues will achieve in line with non-disadvantaged and show improved emotional resilience in their learning.		
C.	Improve progress and attainment in reading, writing and maths for pupils.		Raised attainment and accelerated progress of those eligible for PP, at least in line with their peers by end of KS1. Increased % of disadvantaged pupils achieving the national and GDS standard in RWM at the end of KS2.		
6. Academic Year 2021/2021					
The following headings below demonstrate how Our Ladys Primary School intends to improve classroom pedagogy, provide targeted support and whole school strategies					
i. Raising achievement					
Desired Outcome	Strategy	Rationale for strategy	How impact will be measured	Lead & costs	Review
Improve English language skills for pupils in Reception and KS1 to support their development of early phonic skills and improve overall progress in reading and writing.	<ul style="list-style-type: none">Language Screen assessment used as part of the Baseline AssessmentSpecialist TA trained in development of language skills and delivery of The Nuffield Early Language Intervention	A high number of pupils entering Reception with poor English language skills. Poor speaking and listening skills continue into KS1. Challenges in accessing regular and consistent speech and language therapy support has delayed	<ul style="list-style-type: none">Language screening and baseline results for EYFS.Monitoring of Impact of NELI intervention for groups and individualsObservations focusing on language teaching, provision and supportStaff confidence evident in meeting needs of EAL pupils in EYFS and beyond	SENCo, SLT EYFS Staff Lead TA TA costs: £7,329 Language Resources: £139.50	Half termly review

	<ul style="list-style-type: none"> • Pupils identified to take part in Small group & 1:1 intervention • Phonics teaching and reading to be prioritised • Targeted phonics support for pupils • Intervention for pupils with more complex needs under supervision of SaLT 	<p>assessment and intervention for some pupils. An ability to assess language internally on entry will enable us to implement timely and targeted intervention for groups and individuals. Training will improve staff understanding of language development and positively impact language provision and support across the school.</p>	<ul style="list-style-type: none"> • SEN learning walks focusing on language • Tracking of pupil progress in phonic & SPAG • EFF and DFE research feedback 	Wye Valley SaLT support £1,362	
Appropriate pastoral support for pupils and families with SEMH to feel more confident and resilient in the classroom/school environment and enable them to make at least nationally expected progress	<p>Access to before school and after school clubs for pupils eligible for Pupil Premium Access to play therapy and counselling services such as Butterflies for PP pupils where social, emotional and mental health issues are present and causing a concern/barrier to learning EP support and consultation for identified pupils Staff training to provide a THRIVE practitioner and to have a consistent approach to teaching of PSHE across the school through the Jigsaw programme Parents offered support to access training – Triple P etc</p>	<p>A growing number of pupils displaying social, emotional and mental health issues, including anxiety. Resulting behaviours of anxiety (poor resilience, poor concentration etc) have the potential to impact learning and progress as well as school attendance for individuals. Pupils, families and staff will benefit from the opportunity to have an internal THRIVE practitioner available to offer ongoing, daily advice and support.</p>	<ul style="list-style-type: none"> • Monitoring the impact of Counselling sessions on classroom performance and engagement with learning • Pupil progress meetings and monitoring • Family, parent meetings and consultations • Staff training log • Monitoring of concerns logged internally 	<p>SLT</p> <p>PSHE Training & resource costs: £3,200</p> <p>Butterflies Counselling £3,030</p> <p>Residential & off site visits: £2400</p> <p>Staff Emotions Coaching & ELSA Training £1,260</p> <p>Before & after school clubs costs: £611</p>	Half Termly

				Screening tool: £250 EP costs: £800	
Maintain and increase the number of PP pupils achieving national standard and higher standard in reading, writing and maths by the end of KS1 & KS2.	<ul style="list-style-type: none"> • All staff trained in new writing scheme – ‘The Write Stuff’ • Early phonics and reading to be prioritised. • Continued CPD for all staff focusing on effective support in the classroom • Daily handwriting sessions across all year groups • Termly pupil assessment and progress monitoring across all subjects • Targeted and timely intervention focusing on gaps in pupil skills and knowledge in English and maths • KS1 teachers trained in ‘Talk for Writing’ • Daily TA support in class enabling daily booster groups to take place • CPD focusing on maximising the impact of TAs with SIP 	<p>School and teacher assessment data indicates that attainment of PP pupils is below non PP pupils. Progress needs to be accelerated through the use of timely and targeted intervention.</p> <p>The same day TA (teacher directed) interventions and booster groups will ensure that pupils are targeted and supported instantly</p> <p>Staff training will help to maximise the impact of TAs in the classroom.</p> <p>To ensure staff are able to respond to pupils needs through QFT and a consistent approach to teaching writing is implemented across the school.</p>	<ul style="list-style-type: none"> • Termly assessments, monitoring from SLT and pupil progress meetings will show an increase in the number of PP pupils achieving national standard in reading, writing and maths in all year groups • Book scrutiny to evidence impact of interventions and classroom support • Quality of marking and feedback and its impact on pupils learning monitored. • Lesson observations and monitoring of impact by SLT shows staff are confident in their roles and QFT and learning/progress is taking place • Evidence from Improving Literacy in KS1 EEF. • Pupil progress data and monitoring of progress shows accelerated progress • Differentiation evident in teachers planning and during lesson observations 	<p>English Leads Maths lead SLT Governors</p> <p>Online teaching & learning programmes (Seasaw etc) £2,763</p> <p>Literacy/RWI Resources: £2,571.20</p> <p>Extra TA costs during COVID: £3,673.95</p> <p>Write Stuff Training & resource: £2,900</p> <p>PP Coordinator & intervention cost: £10,600</p> <p>TA Costs: £10,012</p>	<p>Termly tracking</p> <p>July review</p>

				Deployment of TAs Training: £2,900	
--	--	--	--	--	--

Total: 55,801