

**Saint Ambrose Catholic Primary School**  
**Pupil Premium Spending and Action Plan Review**  
**2019-2020**

<b>Number of pupils eligible for Pupil Premium grant</b>	<b>Number of eligible boys</b>	<b>Number of eligible girls</b>	<b>Number of pupils eligible for FSM in last 6 years (Ever 6)</b>	<b>Number of LAC</b>	<b>Number of service pupils</b>
37	19	15	37	3	0

<b>Number of pupils in each year group (not including LAC)</b>						
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
5	1	6	5	6	4	10

Pupil Premium Objectives 2019 - 2020

Indicative Pupil Premium allocation for 2019-2020  
£44,100

**Desired outcomes (for pupils eligible for PP, including high ability):**

A. To develop the knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn. This includes promoting self confidence strategies through nurture and mindfulness/mental health programmes;

B. Increased Progress and Attainment across the curriculum for Pupil Premium children across the school;

C. To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.

D. To continue to foster positive home support packages such as Family Support Workers and nurture for parents.

E. To provide further enrichment learning opportunities within different curriculum areas in order to foster lifelong learning and habits.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations, Spotlight Monitoring and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

## Key Outcomes

To raise the progress and attainment of Pupil Premium children through:				
Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead	Achieved/Implemented
<p>Increased Progress and Attainment across the curriculum for Pupil Premium children across the school</p> <p>The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p><b>Collaborative Learning</b> - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p> <p><b>Feedback</b> – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p><b>Meta-cognition and self-regulation</b> - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p>	<p>Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p> <p>It will produce improvement in students' learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. There is a clear system for pupils to enable them to become 'unstuck.' They will be ready for High School challenges.</p>	<p>Principal Vice-Principal/SENCO Pupil Premium Leader Class teachers</p>	<p>Progress for PP children measured from Sept 19-March 20 due to covid</p> <p>Progress for pupil premium pupils</p> <p>Reading 1.9 which is in line with all pupils</p> <p>Writing 1.7 which is in line with all pupils</p> <p>Mathematics 1.6 which is below all pupils at 1.7</p> <p>Pupil progress meetings held to analyse PP. Attainment progress and provision is discussed in detail. Provision is planned to maximise progress and attainment.</p>

	<p><b>Mastery Learning</b> – Learning content is split into units with clearly specified objectives which are pursued until they are achieved over time. Pupils must demonstrate a high level of success before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p><b>Peer Tutoring</b> - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p><b>Phonics</b> - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p><b>Reading Comprehension Strategies</b> - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand,</p>	<p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and progress in Reading which will prepare pupils to achieve across the whole curriculum.</p>		
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	apply, analyse, evaluate and create when reading.			
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**Targeted Support:**

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead	Achieved/Implemented
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>Increased Progress and Attainment across the curriculum for Pupil Premium children across the school</p> <p>The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p> <p>To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.</p>	<p><b>Behaviour Intervention</b> - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning.</li> <li>Universal programmes which seek to improve behaviour and generally take place in the classroom.</li> <li>More specialised programmes which are</li> </ol>	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self esteem.</p>	<p>Principal Vice Principal /SENCO Pupil Premium Leader</p>	<p>The Key stage 2 Pupil Premium children were questioned in October 2019 and again February 2020 The questionnaire has 27 questions and is RAG rated Red = No  Amber = Sometimes  Green = Yes</p> <p>The below figures were taken from the Emotional Wellbeing questionnaire, that is collated quarterly. October 19 - The average score - answered Yes - 13.4 The average score for- Sometimes - 11.4 The average score for No - 4.4</p> <p>February 20 -  The average score - answered Yes - 17.7 The average score for- Sometimes - 4.0 The average score for No - 4.2</p> <p>The well being results demonstrate that pupils readiness to learn had improved</p> <p>Attendance for pupil premium pupils Sept 2019-March 2020 90.67% Attendance only measured to March due to covid.</p>

	<p>targeted at students with specific behavioural issues.</p> <p><b>Digital Technology</b> - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> <li>• Programmes for students, where learners use technology in problem solving or more open-ended learning.</li> <li>• Technology for teachers such as interactive whiteboards</li> </ul> <p><b>Small Group or 1:1 Tuition</b> – Tuition is where a teacher, teaching assistant, specialist teacher, student teachers and members of the local community (Reading) gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing</p>	<p>There is a strong link between</p>		<p>Disadvantaged pupils loaned out laptops during lockdown 1 (March 2020-July 2020).</p> <p>Education City and Purple Mash provide a range of texts for PP children to access at home. Music and art opportunities on Purple Mash.</p> <p>Learning Mentor worked with pp pupils in a small group and 1-1. Progress of pp pupils in years 3, 4, 5 was in line with all pupils or above.</p> <p>Due to focused groups, 1—1 and group reading interventions.</p> <p>Teachers are now planning interventions and rag rating progress of pp pupils at every session. Outcomes of all interventions are monitored daily/weekly and swift changes are made if necessary.</p>
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	<p>the pupil(s) for extra teaching.</p> <p><b>Speech and Language Intervention –</b> Oral language approaches include:</p> <ul style="list-style-type: none"> <li>• Use of a Speech Therapist for targeting pupils with SEND and establishing provision led by trained Teaching Assistants.</li> <li>• Targeted reading aloud and discussing books with young children.</li> <li>• Explicitly extending pupils' spoken vocabulary.</li> <li>• The use of structured questioning to develop reading comprehension.</li> </ul> <p><b>Nurture Link Worker/EWO –</b> Interventions include:</p> <ul style="list-style-type: none"> <li>• Attendance and home visits;</li> <li>• Safeguarding;</li> </ul>	<p>attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse punctuality than their peers and the school is committed to bridging that gap. The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p> <p>Pupils have full access to the wider curriculum and are not disadvantaged in gaining life experiences.</p> <p>There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse punctuality than their peers and the school is committed to bridging that gap.</p>		<p>In Reception, T.A. upskilled in establishing provision who now feels more confident in this role.</p> <p>T.A. support See example of progress pupil made below Listening and attention understanding and speaking On entry 30-50 W + Spring 40-60 W</p> <p>By Spring pupil was on track.</p>
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	<ul style="list-style-type: none"> <li>• Parent support – workshops;</li> <li>• Ensuring financial support for Achievement for All;</li> <li>• Improving parental engagement and partnership.</li> <li>•</li> </ul>			
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#### Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead	Achieved/Implemented
<p>To improve the attendance and punctuality rates of Pupil Premium children compared to Non Pupil Premium children.</p> <p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>To ensure equality of opportunity for PP children.</p> <p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p>	<p><b>Parental Involvement -</b></p> <p>Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance/punctuality and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Family Support Worker. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs. Children are rewarded for attendance and punctuality in a variety of ways.</p>	<p>There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and worse punctuality than their peers and the school is committed to bridging that gap.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p>	<p>Principal Vice Principal Pupil Premium Leader Classteachers</p>	<p>Attendance for pupil premium pupils Sept 2019-March 2020 90.67% Attendance only measured to March due to covid.</p> <p>The below figures were taken from the Emotional Wellbeing questionnaire, that is collated quarterly. October 19 – The average score - answered Yes - 13. The average score for- Sometimes - 11.4 The average score for No - 4.4</p>

<p>To provide further enrichment learning opportunities within different curriculum areas in order to foster lifelong learning and habits.</p>	<p>The school contributes to the funding of educational visits.</p> <p>To support the teaching of sport and the arts to enrich the curriculum including subsidising a specialist music teacher for all pupils. In specific cases of hardship, resources for lunchtime or after school clubs for children who may not be able to purchase equipment/kit, etc.</p>	<p>Pupils have full access to the wider curriculum and are not disadvantaged in gaining life experiences.</p> <p>Using the Arts and Sports to motivate the children, raise self-esteem and confidence and nurture talent.</p>	<p>February 20 - The average score - answered Yes - 17. The average score for- Sometimes - 4.0 The average score for No - 4.2</p> <p>Teachers are mindful of the limited experience and knowledge that all disadvantaged learners may have. Enrichment opportunities are planned to engage and provide opportunities for enrichment. Questionnaires sent out to PP children regarding their 'life skill' opportunities.</p>
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**Impact:**

We are anticipating the following impact for our Disadvantaged Pupils.

St Ambrose Catholic Primary School are committed to a strategy of self evaluation and school improvement so that all our children can succeed. We recognise that high quality teaching and intervention by trained professionals has the biggest impact on standards, pupil engagement and giving further opportunities, which can be seen in the allocation of the Pupil Premium Grant above.

As well as quality first teaching where pupils are targeted to achieve accelerated progress to close any potential gaps the children are given extra provision on an individual and small group basis.

We are committed to ensuring all children have the same equality of opportunity;

- Ability to improve pupil/staff ratios to enable all pupils to gain more individual attention and thus consolidate/develop skills;
- Greater personalised support for pupils;
- All pupils able to develop skills in Reading and Phonics;
- More effective feedback processes so that pupils recognise and act upon next steps in learning;
- SEND and Pastoral Support for vulnerable pupils;
- Better integration for children experiencing social and/or emotional difficulties;
- Improved attendance for Pupil Premium children;
- Academic achievement.

**2019/2020**

	<b>Total Cost £</b>
<b>Quality Teaching for All</b>	<b>41 970</b>
<b>Specialist Staff</b>	<b>20 358</b>
<b>Services and Resources</b>	<b>5912</b>
<b>Enrichment</b>	<b>2000</b>

<b>Total Income for Pupil Premium £</b>	<b>44 100</b>
<b>Total Expenditure for Pupil Premium £</b>	<b>70 240</b>