

1. Summary information					
School	St Thomas Becket Catholic Primary				
Academic Year	2019-20	Total PP budget	64,680	Date of most recent PP Review	Sept 2019
Total number of pupils	430	Number of pupils eligible for PP	49	Date for next internal review of this strategy	January 2020

2. KS2 Attainment 2019 (Based on year 6 results for 10 pupils)			
<i>School figures for pupils eligible for PP (High standard in brackets)</i>		<i>National figures for pupils not eligible for PP2018 (2019 not yet available)</i>	
% achieving expectations in reading	60(10)	% achieving expectations in reading	80(33)
% achieving expectations in writing	70(20)	% achieving expectations in writing	83(24)
% achieving expectations in maths	70(10)	% achieving expectations in maths	81(28)
2a KS1 Attainment 2019 (Based on year 2 results for 6 pupils)			
% achieving expectations in reading	63(0)	% achieving expectations in reading	79(29)
% achieving expectations in writing	63(0)	% achieving expectations in writing	74(18)
% achieving expectations in maths	38(13)	% achieving expectations in maths	80(25)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupil premium pupils also have special educational needs.
B.	Some children have delayed speech and language skills which impacts on learning.
C.	Some children lack independence and have poor learning skills. Eg organisation, commitment, resilience.
D.	Gaps in prior learning and some PP children arrive in reception without the necessary skills to fully access the learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Some children's attendance and punctuality is inconsistent.

F.	Some children have limited access to resources, such as books, libraries, life experiences.
H.	For some there is a lack of regular routines including home reading and other homework.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to emotional well-being and home support for pupils and their families.	Children are in a secure place emotionally and ready to learn in class .
B.	Needs are identified early and speech and language needs for pupils are met.	Children are making good progress with speech and language.
C.	Gaps are identified and targeted teaching/interventions are in place.	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
D.	Pupils read regularly and have access to high quality texts within reading, writing and other lessons and opportunities to be involved in speaking and listening.	Pupils achieve <i>(or exceed)</i> expected levels in reading and writing and make <i>(or exceed)</i> expected progress.
E.	Pupils are excellent mathematical problem solvers.	Pupils achieve <i>(or exceed)</i> expected levels in maths and make <i>(or exceed)</i> 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.

5. Planned expenditure					
Academic year		2019-20			
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 implementation?
For children to settle into the school quickly and effectively and to make <i>(or exceed)</i> expected progress.	Adult/pupil ratio in early years Ks1 to be maintained	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	The school monitoring cycle will continuously evaluate provision.	Headteacher Inclusion leader	Termly

For PP pupils in Years 3-6 to make (or exceed) expected progress.	Staff to pupil ratio to be maintained to allow for additional teaching groups and interventions.	Lower adult/pupil ratio means disadvantaged pupils can access more of teacher's time with tightly focussed direct teaching. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.			
To use CPD to ensure teaching is of an excellent standard	Staff training /CPD to be closely tailored to areas for development identified by subject leaders.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. CPD should be tailored to the areas emerging from self evaluation and school development plan	All foci are part of School Development Plan and Self Evaluation.	Headteacher Deputy Head	Termly

Total budgeted cost

£29 000

ii. Targeted support

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 implementation?
For pupils to have emotional needs met to ensure they are physically, mentally and emotionally ready to learn.	Continue to employ counsellor for 2 days per week to support pupils and their families. To continue to buy in services of family support worker to support families in crisis. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. To buy in services of EWO to support attendance.	Public Health briefing for heads and school leaders 'The link between pupil health and wellbeing and attainment' Nov 2014 stated that 'pupils with better health and wellbeing are likely to achieve better academically' and effective social and emotional competencies are associated with greater health and wellbeing, and better achievement'. Research tells us that engagement with families and parents is critical to pupils' attainment.	Attendance will be monitored and EWO to be involved. Counsellor to liaise with class teachers and Inclusion leader/HT/DHT. Support worker will feed back to headteacher/ DHT	Headteacher/ DHT Inclusion leader	Termly
Improve speech and language skills across EYFS, KS1 and KS2	Staff training to carry out Oracy support (2 x ELKLAN trained) Sp & Lang therapist to work alongside LSAs to support children in class	Research shows around 10% of all children have long term, persistent SLCN. This 10% is divided into three groups: Evidence shows 7% of children and young people have SLCN as their main or primary difficulty – known as 'specific language impairment' Other children have SLCN as a result of another condition, such as autism, ADHD or hearing impairment.	Inclusion leader to liaise with speech therapist/ SALT LSAs (Elkan) and class teachers to monitor progress of pupils accessing support	Inclusion leader	Termly

		<p>Approximately 1% of these children have the most severe and complex SLCN This means 2 to 3 students in every classroom are struggling to communicate A further group of children have SLCN associated with social deprivation. These children have poor or limited language and may have the potential to catch up with their peers. In areas of social disadvantage - upwards of 50% of children start school with delayed language.</p> <p>90% of children with identified SLCN have long term difficulties Difficulties with understanding language are most likely to persist 50-90% of children with persistent communication difficulties go on to have reading difficulties 60-90% of young offenders have communication difficulties Children and young people with undetected SLCN may also be at greater risk of exclusion from school</p>			
For identified gaps in learning to be addressed.	<p>Varied interventions (according to need) to be provided during (and sometimes before) school. Small group and 1:1 phonics intervention programme (Read,Write Inc) with HLTA. More focussed targeting of PPG children through Big Read programme. Big maths interventions Early morning maths and interventions Bug club lunchtime club</p>	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress will be checked half-termly.	Inclusion leaders Standards leaders English and maths leaders	Half-Termly
Total budgeted cost					£29 000
iii. Enrichment and experiences					
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 implementation?

<p>Increased participation in extracurricular clubs</p>	<p>Work with parents to remove perceived stigma of receiving financial support in order for children to attend extracurricular activities (including learning a musical instrument).</p> <p>Actively target vulnerable children to raise self- esteem / levels of well- being.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>A positive association exists between academic attainment and physical activity levels of pupils (Public Health briefing 2014)</p>	<p>Reviewing programme and attendance.</p>	<p>After-school club administrator PE lead</p>	<p>Yearly</p>
<p>Develop home libraries</p>	<p>1 book per term (book studied in class) to be purchased for each child to take home to support development of home library.</p> <p>This will be supported by class visits to local library.</p>	<p>Pupils are able to access high quality reading materials at home .</p>	<p>Review impact at end of year.</p>	<p>Lucy Lee</p>	<p>End of year</p>
Total budgeted cost					£6,680

6. Review of expenditure: Academic Year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost £20 000
For children to settle into the school quickly and effectively and to make (or exceed) expected progress.	Additional adult to support in reception Speech therapists to work with children /staff to develop early language	Smaller pupil/adult ratio ensured that support continued to be directed towards group that needed it.	Support will need to be maintained as children move up through the school	
To raise percentage of PPG children reaching a high score in reading and writing	Small group and 1:1 phonics intervention programme (Read,Write Inc) with HLTA. More focussed targeting of PPG children through Big Read programme	Y2 PPG pupils attained well at expected in reading compared to other pupils nationally (2017 national data). Writing was slightly lower. Y6 non SEND PPG pupils made good progress with 83% reaching expected in reading (1 GDS) and all at expected in writing (2GDS) and maths (1 GDS). One of the SEND PPG pupils reached secure expected standard in all subjects, one had a very positive progress score in reading and another in writing and maths.	Approach to supporting writing progress of lower attainers at ks1 to continue to be a focus next year. Before school maths groups and writing editing interventions in Y6 were particularly effective. Phonics catch up in Ks 1 was effective with most children reaching expected standard by end of Y2. It will be important to maintain levels of support for children in early years and Ks1 so that PPG children continue to make a good start and those behind on entry make rapid progress so that they do not fall further behind as they move through the school.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost £10,000
Continue to provide access to emotional well-being support	Increase school counsellor hours in school and support drop in services for children Increased use of school counsellor by children as service becomes embedded in school School to buy in services of family support worker	Several pupils in receipt of pupil premium grant received 1 to 1 support from counsellor. School counsellor also offered support to parents. Improved outcomes for several PPG families who worked with counsellor	This approach is proving successful and will continue next year . List of children on list to see school counsellor is growing. It will be important to maintain this.	

<p>Improve oral language skills for pupils eligible for PP across EYFS, KS1 and KS2</p>	<p>Staff training to carry out Oracy support (3 x ELKLAN trained)</p> <p>New post of Speech and Language Support Assistant created</p> <p>Sp & Lang therapist to work alongside LSAs to support children in class</p>	<p>Increasing number of children with speech and language needs on entry to school. Expertise available supports early identification and intervention for children requiring sp & Lang support.</p> <p>Staff are enabled to better support speech and language needs across school.</p>	<p>This approach is proving successful and will continue next year .</p>	
<p>Increased participation in extracurricular activities.</p>	<p>Work with parents to remove perceived stigma of receiving financial support in order for children to attend extracurricular activities.</p>	<p>There was a significant increase in the amount of money used to subsidise PPG children's participation in extra curricular activities.</p> <p>Percentage of PPG children taking part in extra curricular activities has increased as PPG children have been targeted to take up extra curricular activities.</p> <p>Pupils benefited from working with others and being introduced to a variety of experiences.</p>	<p>Continue to actively encourage participation of PPG pupils in extra curricular activities.</p>	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost £22,800
<p>Higher rates of progress across KS1 and 2 for pupils eligible for PP in reading writing and maths</p>	<p>Maintain existing levels of TA support despite diminishing school budget.</p> <p>Additiona phonics intervention.</p> <p>Consolidation of - Big Maths / Abacus maths</p> <p>Subscription to Abacus maths and Bug club online for children to practise skills at home.</p> <p>Embed approach to teaching of higher order reading skills- Big Read</p> <p>Y6 Early morning</p>	<p>Y6 Maths intervention resulted in accelerated progress for all pupils. Catch up progress in Y6 was particularly strong with all pupils who accessed Y6 Early morning maths and interventions and writing group support making accelerated progress in year.</p> <p>Y6 Writing intervention resulted in accelerated progress for most pupils.</p> <p>Several year 2 pupils in danger of not reaching the expected standard in reading and writing reached the expected standard.</p> <p>All PPG pupils in Y1 reached the expected standard in phonics.</p> <p>Maintaining adult pupil ratio in reception (5 adults) supported strong outcomes for all children. PPG children made good progress compared to non PPG.</p>	<p>Need to review reading intervention at Ks2.</p>	

	<p>maths and interventions by experienced teachers. Catch –up maths programme in curriculum time Reading intervention in curriculum time Writing intervention in curriculum time. Staff CPD related to above (Maths leader to attend traing as part of mastery hub programme)</p>			
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1. Additional detail

We largely targeted our additional pupil premium funding on extra staffing and extra intervention as well as contributions towards residential and extra curricular clubs. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in Y6 and targeted groups in the afternoons. We use experienced teachers to deliver these interventions. We have maintained our adult/pupil ratio to ensure there are sufficient numbers of adults to deliver interventions in all year groups.

