



# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ursuline Catholic Primary				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£63,625 +£18,686	<b>Date of most recent PP Review</b>	Autumn Term 2020
<b>Total number of pupils</b>	408	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	September 2021

2. Current attainment		
*Most current Data 2018/19*	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	3/9 (33%)	70%
% making progress in reading	6/9 (67%)	80%
% making progress in writing	7/9 (78%)	83%
% making progress in maths	3/9 (33%)	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Recovery and catch up due to Covid 19 (lockdown and bubble closures)
<b>B.</b>	Several pupils on SEN/D Register or EHCP for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder
<b>C.</b>	A range of social, emotional and behavioural issues (some extreme)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for some disadvantaged pupils are below the target for all pupils of 97%. This reduces their time in the classroom and places them at risk of falling behind.
<b>E.</b>	Number identified as LAC (including recent LAC) Some children accessing Early Help Support as well as others identified as Complex Child in Need. Some pupils identified as such during the pandemic.
<b>F.</b>	Poor interaction with remote learning despite constant efforts from school to engage families.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<p><b>A.</b></p>	<p><i>All Pupils</i> - Achievement of the '100% at ES' aim in reading, writing and mathematics. This will be teacher assessed due to no end of Key Stage Assessments 20/21.  Progress in reading, writing and mathematics will be measured through termly work scrutiny's and moderation. Progress in reading and mathematics will also be measured by performance in NFER test (once yearly). No end of Key Stage testing this year. No phonics screening or times tables assessment. Recommendation is to carry out assessments internally as part of teacher assessments. Outcomes will be monitored through pupil progress meetings in Autumn and Summer.</p>	<p>Year groups' positions on the reading, writing and mathematics target ranges improve on previous year; improvement commensurate with realistic and aspirational pupil targets; pupils who have fallen behind catch up.</p>
<p><b>B.</b></p>	<p><i>Disadvantaged Pupils</i> -  KS1/2:  Focus will be recovery and moving forward post school closure.  To re-establish the good progress of disadvantaged pupils across the school in the essentials of phonics, reading, writing and maths. Identify opportunities across the curriculum to read widely and develop knowledge and vocabulary.  Early Years: To focus on prime areas of learning in the EYFS including communication &amp; language, personal, social and emotional development and physical development. Gaps in language, early reading and maths will be addressed.</p>	<p>Work in books, observations and school internal data/teacher assessments indicate that the progress of disadvantaged pupils is close to or improving towards that of all pupils in English and mathematics.</p>



5. 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					
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>Achievement of the '100% at ES' aim in reading, writing and mathematics</p> <p>Establish good progress in reading, writing and maths post school closure.</p>	<p>CLASSROOM PEDAGOGIES/WHOLE SCHOOL STRATEGIES:  <i>All subjects: Growth Mindset</i>            Guided groups; fix-it; co-operative learning.  <i>Reading &amp; Writing:</i>            Reading to writing journey; Read, Write Inc including Fresh Start for KS2, wider reading opportunities to develop love for reading, outdoor education  <i>Writing:</i>            Cross curricular writing.  <i>Mathematics:</i>            Problem solving &amp; reasoning.</p> <p>SCHOOL IMPROVEMENT PRIORITIES:            Curriculum enrichment: Whole school creative weeks based on high quality text, learning to</p>	<p>CLASSROOM PEDAGOGIES/WHOLE SCHOOL STRATEGIES:            The chosen actions and approaches promote inclusion, which is appropriate for current disadvantaged pupils, especially given their profile (some low attainers; pupils on SEN/D Register for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder; pupils with a range of social, emotional and behavioural issues). They also focus on collaborative working and metacognition and growth mindset, which also helps to meet the needs of high attaining pupils, whose knowledge, skills and understanding are reinforced by teaching and guiding lower attaining peers. Overlearning of skills will consolidate their learning. Fix-it is more effective than traditional marking, providing all pupils with guidance on next steps. The reading to writing journey, no nonsense grammar/spelling, cross curricular writing, and problem solving &amp; reasoning all require pupils to apply their skills in different contexts, which</p>	<p>Pupil Progress Meetings; termly. Termly discussion with class teacher and Pupil Premium Lead. Termly classroom observations/work scrutinies. Classroom observation feedback. Termly work scrutiny (English, Mathematics, Science, RE &amp; Topic)            Termly moderation (Writing, Mathematics, Science);            School's pupil progress tracking and data analysis system, which references Age Related Expectation descriptors.</p>	<p><b>JM</b> <b>NR</b> <b>CP</b></p>	<p>April 2021            July 2021</p>

	be purposeful and meaningful. Developing growth mindset. Entrench outdoor learning into the curriculum.	promotes mastery and enables disadvantaged pupils to make progress at least as well as their peers.			
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<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>

<p><i>Disadvantaged Pupils</i></p> <p>-</p> <p>KS1/2: Focus will be recovery and catch-up post school closure. To re-establish the good progress of disadvantaged pupils across the school in the essentials of phonics, reading, writing and maths.</p> <p>Early Years: To focus on prime areas of learning in the EYFS including communication &amp; language, personal, social and emotional development and physical development.</p>	<ul style="list-style-type: none"> <li>● All disadvantaged pupils in writing - wider opportunities for extended writing during creative weeks</li> <li>● All disadvantaged pupils in mathematics - opportunities to re-visit learning from lesson to consolidate understanding through additional guided group and/or additional 'fix-it' time</li> <li>● All disadvantaged pupils in mathematics - re-visits, overlearning, catch up of missed input.</li> <li>● All disadvantaged pupils in writing – implementation of RWI to support phonics and reading. IDL. RWI/ Fresh Start Intervention for year 5 and 6.</li> <li>● Tutor Trust-tutoring for disadvantaged pupils in years 5 and 6 in Maths and</li> </ul>	<p>The targeted support is bespoke to disadvantaged pupils, chosen as a result of rigorous formative assessment.</p>	<p>Pupil Progress Meetings; termly. Termly discussion with class teacher and Pupil Premium Lead. Termly classroom observations/work scrutinies; Classroom observation feedback; Termly work scrutiny (English, Mathematics, Science, RE &amp; Topic) Termly moderation (Writing, Mathematics, Science); School's pupil progress tracking and data analysis system, which references Age Related Expectation descriptors.</p>		<p>April 2021 July 2021</p>
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	<p>Reading (£1000 per 12 pupils)</p> <ul style="list-style-type: none"> <li>• Early Years: Neli-to boost early communication and language gaps in reception.</li> <li>• Drama Therapy for some disadvantaged pupils, one session per week. This will work social and communication skills, anxiety, emotions and ability to cope with change and explore past traumas.</li> </ul>				
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<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>

<b>Total budgeted cost</b>					



6. Review of expenditure				
Previous Academic Year (2018/19)				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>Raise standards in reading by improving pupils' pace with understanding (Y1 – 6)</li> <li>Raise standards in writing by widening pupils' vocabulary (Y1 – 6)</li> </ul>	<p><i>Reading</i> Pace with understanding strategies taught through a balance of shared and guided reading, alongside independent learning.</p> <p><i>Writing</i> 'Reading to Writing Journey' taught through three phases: Phase 1 (Read as a Writer); Phase 2 (Gathering information); Phase 3 (Extended Writing x 2 pieces)</p>	<p>KS1 (Moderated) Reading: EXS 80% (National 75%) GD: 32% (26%)</p> <p>Writing: EXS 80% (70%) GD 17% (16%)</p> <p>Maths: EXS 85% (76%) GD 30% (22%)</p> <p>KS2 Reading: EXS 77% (73%) GDS: 34% (28%)</p> <p>Writing: EXS 82% (78%) GD 15% (20%)</p> <p>Spag: 82% (78%) GDS 34% (34%)</p> <p>Maths: 79% (79%) GDS 23% (24%)</p> <p>KS2 results combined EXS 62% (65%) GDS 11% (11%)</p>	<p>Higher achievers were pushed in English however, we need more precise interaction in Maths for those higher achievers.</p>	



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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>The progress of disadvantaged pupils (Y1 – 6) is at least close to or improving towards that of other pupils with the same starting points (reading, writing and mathematics)</p>	<ul style="list-style-type: none"> <li>• additional guided groups</li> <li>• additional fix-its</li> </ul>	<p>Reading progress and attainment</p> <p><b>KS1</b></p> <p><b>Reading</b> Disadvantaged 86% (all pupils 80%)</p> <p><b>Writing</b> Disadvantaged 71% (80%)</p> <p><b>Maths</b> Disadvantaged 71% (85%)</p> <p><b>KS2</b></p> <p><b>Reading</b> Disadvantaged +3.35 (-0.1) Disadvantaged: EXS 75% (77%)</p> <p><b>Writing</b> Disadvantaged +0.06 (-0.97) Disadvantaged EXS 63% (82%)</p> <p><b>Maths</b> Disadvantaged -1.27 (-1.8) Disadvantaged EXS 63% (79%)</p>	<p>At the end of academic year 2018-19 the progress of disadvantaged pupils (Y1-5) was above or close to or improving towards that of other pupils with the same starting points.</p>	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)