



Our Lady of Perpetual Succour Catholic Primary Academy Pupil Premium Strategy Review 2018-19

At Our Lady of Perpetual Succour Catholic Primary Academy we receive additional funding to spend in a way we think will best support raising the attainment and diminishing differences for our most vulnerable pupils. This funding is called Pupil Premium. It is calculated on the number of pupils who have been registered as eligible for free school meals in the last 6 years. In 2018/19 Our Lady's Academy was allocated £42,420 pupil premium funding. This Pupil Premium Strategy explains how school used the money during this academic year and the impact of this spend is reviewed in the final column. This Pupil Premium Review was shared with governors on 25th September 2019.

Number of pupils and pupil premium grant (PPG) received 2016-2017

Total number of pupils eligible for PPG	25
Total amount of PPG received	£42,420

Summary of the main barriers to educational achievement faced by eligible pupils at school.

1. **Attendance and Punctuality** – A small proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time.
2. **Behaviours for learning** – Many of our PP children have difficulty with managing their emotions & feelings
3. **Speech and Language upon entry to school** – A greater proportion of our pupil premium children require speech and language support when they enter school.
4. **Parental Involvement** – To build positive parental relationships and encourage a partnership in learning engagement across school

Summary of PPG spending 2018 - 2019

Objectives in spending PPG:

1. To diminish any cohort led differences in progress and attainment between pupil premium and other children.
2. To increase % of pupil premium children achieving age related expectations or better or making good progress from their relative starting points in reading, writing and maths across school.
3. To ensure all pupil premium children have a positive and proactive attitude towards their learning.
4. To ensure pupil premium attendance is in line with other children's.
5. To ensure pupil premium children are happy in school and have positive and enhanced experiences in their learning.
6. To provide enhanced curricular opportunities – in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.

Summary of spending

1. Pastoral and wellbeing = 24% of grant
2. Extending the Curriculum = 23% of grant
3. Intervention Support = 43% of grant
4. Communication and Language = 10% of grant

Record of PPG spending by item / project 2016/2017				
Item/project	Cost	How funding will be spent to address barriers.	Rationale behind the use of funding.	Outcome July 2019
1.Pastoral support and wellbeing	£11,732	Home School Support Worker <ul style="list-style-type: none"> ➤ Programmes of 1 to 1 support in and out of class. ➤ Parent meetings ➤ Safeguarding work with pupils and families ➤ Playtime support intervention ➤ Attendance support – daily with children and parents. ➤ Punctuality support – daily with children and parents. ➤ Attendance messaging service ➤ Pastoral mentoring of key children in KS1. ➤ Nurture Groups 	<ul style="list-style-type: none"> ➤ Children learn better when they feel secure, happy and confident. ➤ Children learn better when their attendance and punctuality are good. ➤ Children have a positive attitude towards learning and engage more effectively with adult support and encouragement. ➤ Children who enjoy school and have positive play experiences are more likely to engage in their learning and have higher attendance. 	<p>Identified children and their families report they feel well supported by the school support worker.</p> <p>Successes this year:</p> <ul style="list-style-type: none"> - Accessing benefits - Support with homelessness - Accessing food banks - Secondary school transfer - Accessing the early years funding - Signposting to services e.g. Women’s Aid <p>Key families have been supported to improve attendance through priority families and CAF meetings. Attendance has improved in some cases, though persistent absence remains an issue for a very small minority of our DA pupils</p> <p>Identified children are supported to manage their emotions through 1-1 and 1:2 interventions throughout the year.</p>
2.Extending the curriculum	£11,234	Breakfast Clubs, School Trips and Residentials & School Clubs (including homework and booster) <ul style="list-style-type: none"> ➤ To provide a healthy breakfast to pupils and ensure they are on time ready to start the day positively. ➤ To ensure all pupils benefit from out of school experiences ➤ To provide a range of after school clubs to reflect the children’s interests as well as support their learning in the core subjects. 	<ul style="list-style-type: none"> ➤ Research indicates that children who participate in a range of extra-curricular activities have better attendance and make greater progress. ➤ Research shows that those children who start the day with a good breakfast achieve better academic results. 	<p>All DA pupils are encouraged to attend breakfast club with 45% of them attending most days. This has had a positive impact on their attendance, well-being and focus as they are well ready to start each school day. These children are making good progress.</p> <p>All DA pupils accessed a range of out of school activities, including the Briars residential. Pupil voice shows they really benefit from these experiences and they see them as a highlight of their year.</p>

3.Intervention support	£21,003	Adult Led Intervention <ul style="list-style-type: none"> ➤ To use Teacher focus intervention during topic time and Assemblies to work with identified children. ➤ To use additional support staff hours to deliver timely intervention each afternoon to year 5 children identified that morning. ➤ To work with targeted groups of children in Y 5 & 6 to increase the % of PP children achieving greater depth in each of R,W,M ➤ To deliver 3 x 30mins of teacher led intervention 'morning maths' to identified pupils in Y5 ➤ 1-1 tuition for identified pupils in yrs 4. 5 & 6 	<ul style="list-style-type: none"> ➤ Research indicates that teacher lead intervention has greatest impact on progress. ➤ Children who receive regular, small chunks of child focused interventions make more rapid progress. 	<table border="1" data-bbox="1556 108 2101 403"> <thead> <tr> <th colspan="3">Whole School DA/Non DA Attainment</th> </tr> <tr> <th rowspan="2">Subject</th> <th colspan="2">At or above</th> </tr> <tr> <th>DA (25)</th> <th>Non DA (159)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>Reading</td> <td>74%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>71%</td> </tr> </tbody> </table> <table border="1" data-bbox="1565 432 2114 619"> <thead> <tr> <th colspan="3">Whole School DA and Non-DA Progress</th> </tr> <tr> <th>Subject</th> <th>DA</th> <th>Non DA</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>3.32</td> <td>3.18</td> </tr> <tr> <td>Reading</td> <td>3.14</td> <td>3.18</td> </tr> <tr> <td>Writing</td> <td>3.3</td> <td>3.24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Attainment of DA pupils, is in line with non-DA for reading and slightly below in maths and reading. ✓ DA pupils across school make progress that is in line with or better than their non-DA peers in each of reading, writing and mathematics. 	Whole School DA/Non DA Attainment			Subject	At or above		DA (25)	Non DA (159)	Maths	74%	74%	Reading	74%	75%	Writing	76%	71%	Whole School DA and Non-DA Progress			Subject	DA	Non DA	Mathematics	3.32	3.18	Reading	3.14	3.18	Writing	3.3	3.24
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4. Communication and Language and Early Years Parental Involvement	£7,212	<ul style="list-style-type: none"> ➤ To provide Communication and language support for children who have been identified as requiring intervention. ➤ To work alongside parents to develop their skills in supporting their child through regular opportunities for Family Learning, namely: weekly Foundation ‘Stay and Play’ and fortnightly Class Library sessions ➤ To engage our parents at the start of their child’s time in school and demonstrating that learning can be fun and done in lots of creative ways and to promote quality speaking and listening skills. <p>Phonics and Number workshops To engage parents in early literacy and Maths skills through half termly workshops in reception and year 1</p>	<ul style="list-style-type: none"> ➤ Research indicates that Communication is fundamental to all learning. It is vital that children with speech, language and communication needs get support as soon as possible. ➤ Research indicates that Children need parents to be their reading role models with daily practice in order to develop literacy skills. ➤ Research indicates that when a parent supports a child’s learning at home, it sows the seeds of seeing earning as a lifelong skill 	<p>Our strong focus on a vocabulary rich environment, specifically around tier 1 words this academic year has led to pupils making strong progress across EYFS.</p> <p>69% of pupils reached GLD – just below national averages.</p> <p>Relationships with parents in EYFS continue to flourish with an increased focus on stay and play throughout the key stage. As a result, parents are highly motivated to support their child and feel confident to ask for help where needed.</p> <p>EY teacher has supported Polish families with language barriers.</p>
Total	£48,884			

