**Pupil premium strategy statement St Dunstan’s RC Primary School 2019 / 2020**

**September 2019**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Please see data below for the impact of this funding on statutory testing results for 2018 / 2019.

The PPG per-pupil for 2019 to 2020 is as follows:

| **Disadvantaged pupils** | **Pupil premium per pupil** |
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| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) | £1,320 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,300 |

| **Service children** | **Pupil premium per pupil** |
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| Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence | £300 |

**2019 / 2020**

During September 2019, pupils at St Dunstan’s undergo summative (testing) and formative assessment (teacher assessment) in all core subjects to determine baseline scores for each child. Data is then recorded and analysed by SLT, alongside class teachers, to determine progress and attainment targets, identify slow progress pupils, determine intervention / booster and individual pupil support and resources are allocated accordingly.

Internal and external barriers to future attainment (including to high ability pupils) are identified for all Pupil Premium pupils during this initial time period, and taken into account, with results, in determining target outcomes and planned support and expenditure for the year.

Analysis of this information will result in decisions regarding desired outcomes for individual and groups of children; chosen actions or approaches; allocation of staff and planned expenditure. All interventions are led or determined by research evidence and rationale.

NA – *Currently* non-available data (Sept 2019)

Red – Significant gaps (+ / - 10%) between groups

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| 1. **Summary information** | | | | | |
| **School** | St Dunstan’s RC Primary School | | | | |
| **Academic Year** | 2019 / 2020 | **Total PP budget** | ££177,036 | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 341 | **Number of pupils eligible for PP** | 143 | **Date for next internal review of this strategy** | Jan 2020 |

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|  | **Overview of Current attainment/Progress (to be updated Jan 2020 with in year progress measures)**  **All figures are percentages** | | | | |  |
|  | | *All Pupils* | *Pupils eligible for PP*  *(in school)* | *Pupils not eligible for PP*  *(in school)* | *National Average 2019* | *Manchester Average 2019* |
| **Achieving GLD in Reception** | | 73% | 63% | 79% | 72% | n/a |
| **% Pass Year 1 Phonics Screening** | | 77% | 73% | 79% | 82% | n/a |
| **% expected or above RWM** | | 73% | 67% | 79% | 66% | n/a |
| **% expected or above KS1 Maths** | | 78% | 65% | 88% | 76% | 72% |
| **% expected or above KS1 Writing** | | 76% | 70% | 80% | 69% | 66% |
| **% expected or above KS1 Reading** | | 80% | 75% | 84% | 75% | 71% |
| **% achieving GD KS1 RWM** | | 11% | 10% | 13% | 11% | n/a |
| **% achieving GD KS1 Maths** | | 20% | 10% | 28% | 22% | 19% |
| **% achieving GD KS1 Writing** | | 16% | 10% | 20% | 15% | 12% |
| **% achieving GD KS1 Reading** | | 22% | 15% | 28% | 25% | 21% |
|  |  | | | | |  |
| **% expected or above KS2 RWM** | | 57% | 48% | 67% | 65% | 60% |
| **% expected or above KS2 Maths** | | 77% | 74% | 81% | 79% | 77% |
| **% expected or above KS2 Writing** | | 82% | 82% | 81% | 78% | 73% |
| **% expected or above KS2 Reading** | | 61% | 48% | 71% | 73% | 68% |
| **% expected or above KS2 SPAG** | | 75% | 74% | 76% | 78% | 77% |
| **% achieving GD KS2 RWM** | | 5% | 0% | 10% | 11% | 9% |
| **% achieving GD KS2 Maths** | | 23% | 26% | 19% | 27% | 25% |
| **% achieving GD KS2 Writing** | | 16% | 13% | 19% | 20% | 16% |
| **% achieving GD KS2 Reading** | | 9% | 0% | 19% | 27% | 23% |
| **% achieving GD KS2 SPAG** | | 34% | 26% | 43% | 36% | 37% |
| **VA progress in maths KS2** | | 0.52 | 0.09 | 0.9 |  |  |
| **VA progress in writing KS2** | | 0.39 | 0.11 | 0.65 |  |  |
| **VA progress in reading KS2** | | -2.77 | -4.53 | -1.17 |  |  |

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| What are the most effective ways to support disadvantaged pupils’ achievement? NFER research into effective practice identifies 7 key features of provision: |
| 1. Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.  3. High quality teaching for all: Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.  2. Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.  5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils’ learning  6. Data driven and responding to evidence: Teachers use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.  4. Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.  7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training. |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | |
| **In-school barriers** | | | | | | | | | |
|  | | Quality First Teaching for PP pupils is evident in much of the school but not consistent, resulting in slower progress for some pupils | | | | | | | |
|  | | Language development for EYFS children, specifically PP children, is significantly below that of the national average.  Historical low on entry abilities particularly around speech and language, vocabulary, and social skills. | | | | | | | |
| **C.** | | There is a substantial gap between PP children and their peers in some areas (Maths KS1; Reading KS2; KS2 GD Reading and SPAG) | | | | | | | |
| **D.** | | Wider experiences/opportunities to develop personal and social skills and to build resilience are limited. Many pupils experience limited opportunities for cultural and life experiences to develop and stimulate a love of learning. | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | |
| **E.**  **F.** | | Emotional factors affect in-school learning behaviour, retention of knowledge and application of skills | | | | | | | |
| Lack of punctuality of disadvantaged children is higher than that of non-Pupil Premium children | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | |
|  | Quality First Teaching for PP pupils is consistent across the school  All teaching to be consistently of a high standard and interventions and assessment information used by teachers and support staff to target and close gaps for PP pupils | | | | | Quality first teaching is enhanced by focused CPD, in-house coaching and mentoring. NQTs are supported well and developed in line with whole school expectations.  The monitoring cycle is embedded in the school and led by SLT and middle leaders. | | |
|  | Language development for all EYFS children to be in line with national average  language acquisition is a high priority in school, with explicit strategies introduced for extending vocabulary and the establishment of a language rich environment; | | | | | Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority. Staff CPD on language and literacy increase confidence in this area  At the end of the academic year, the attainment gap between PP and Non - PP pupils will be seen to be closing. Disadvantaged pupils will make accelerated progress with language development. More disadvantaged pupils achieve GLD. | | |
|  | The substantial gap (in some academic areas) between disadvantaged pupils and their peers will close. The progress made by PP pupils in reading, writing and maths (with a focus on vocabulary across all areas of the curriculum) will improve. | | | | | At the end of the academic year, the attainment gap between PP and Non - PP pupils will be seen to be closing. Disadvantaged pupils will make accelerated progress in the subjects where gaps are evident. More disadvantaged pupils achieve combined ARE. | | |
|  | Children are provided with wider experiences/opportunities to develop personal and social skills, and develop aspiration throughout primary school | | | | | There will be a planned timetable of wider cultural and sporting experiences introduced and shared with staff, children and parents. Where appropriate PP children are prioritised at cultural, sporting and other external activities Children will have the opportunity to meet, visit and experience a wide range of job / career talks to encourage aspiration and ambition for all. | | |
|  | Children are provided with opportunities to address external emotional factors to prevent them affecting their learning.  Disadvantaged pupils demonstrate positive learner behaviours which are conducive to maximised learning  Effective staff support in place to support children’s Social, Emotional and mental  Health. | | | | | Early identification of children’s needs  Disadvantaged pupils develop strategies for retaining key facts and applying these to pieces of writing, reasoning and comprehension questions. Disadvantaged pupils will be given the tools to overcome external challenges. Disadvantaged pupils will be able to focus on their learning without being distracted by external challenges. Monitoring and tracking shows impact of support | | |
|  | Disadvantaged pupils regularly attend school on time to enable them to access the provision made for them. All children reach their full potential by accessing education regularly and on time. | | | | | The attendance of disadvantaged pupils will be above national figures. The punctuality of PP children will improve. | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | |  | | | | | |
| 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. | | | | | | | | |
| **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?** |
|  | | |  |  |  | |  |  |
| Quality First Teaching for PP pupils is consistent across the school  Language development for all EYFS children to be in line with national average  The gap between disadvantaged pupils and their peers will close. Improve the progress made by PP pupils in reading, writing and maths with a focus on vocabulary across all areas of the curriculum. | | | Focus on high quality first teaching in class - TAs to support groups whilst teachers teach. Directed teaching for PP pupils to close gaps  Change of curriculum focus - focused around high quality language. Repeated / modelled language in text  In-house mentoring / coaching  Speech and Language explicit teaching time  Teachers and TAs are observed and receive prompt feedback to ensure that Quality First Teaching is provided throughout the school | PP pupils are not making sufficient  progress in comparison to their peers. The  Sutton Trust research provides evidence  that Quality First Teaching has a positive  impact of the attainment of PP pupils. All children have the right to a  broad and balanced education  Evidence and historic school data  shows that children from  disadvantaged backgrounds are  affected by a poverty of vocabulary  Nationally recognised PP  vocabulary gap (30 million words  by 4). EEF toolkit shows that oral language interventions have + 5 months impact for very low cost. | Monitoring  Teachers and support staff’s  performance management linked to children’s progress  Regular Pupil Progress mtgs  reviewing individual children’s  progress.  Regular informal  learning walks, book looks, lesson  observations so triangulated  evidence is good or better.  Regular staff opportunities to share  good practice  Feedback to PP Link Governor  Pupil conversations show that children can use the language of learning and talk about ways in which they learn better | | SLT | February 2020 |
| **Total budgeted cost** | | | | | | | | **£104,637 (Level 3 and 4 TA salaries whilst teachers teach)** |
| 1. **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?** |
|  | | |  |  |  | |  |  |
| Quality First Teaching for PP pupils is consistent across the school  Language development for all EYFS children to be in line with national average  The gap between disadvantaged pupils and their peers will close. Improve the progress made by PP pupils in reading, writing and maths with a focus on vocabulary across all areas of the curriculum. | | | To support pupils  Identified through Pupil Progress Meetings who are at risk of slow progress and introduce appropriate support / teaching  1:1 / small group teaching to fill gaps (phonics, reading)  (teacher / TA led)  Talk Boost (£500) to be delivered in EYFS  Invest in specific speech and language training for staff members (ELKLAN)  Play club bags  Additional EP support is used to inform teachers on strategies to support pupils in class | Close analysis of PP data from  assessments to provide timely  interventions for PP pupils.  Teachers know pupils and their gaps well  and can target children effectively with  training to support them.  EEF toolkit shows  that oral language interventions have + 5  months impact for very low cost. | Regular informal  learning walks, book looks, lesson  observations so triangulated  evidence is good or better.  Regular pupil progress meetings  and reviewing targets set for  individual children  Regular staff opportunities to share  good practice    Feedback to PP Link Governor  Teachers and support staff’s  Performance management linked to children’s progress | | SLT | February 2020 |
| **Total budgeted cost** | | | | | | | | **£38,904 (Level 2 TA salaries + intervention costs)** |
| 1. **Other approaches** | | | | | | | | |
| **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?** |
| Children are provided with wider experiences and opportunities to develop personal and social skills, and develop aspiration throughout primary school  Children are provided with opportunities to address external emotional factors to prevent them affecting their learning.  Disadvantaged pupils demonstrate positive learner behaviours which are conducive to maximised learning  Disadvantaged pupils regularly attend school on time to enable them to access the provision made for them. All children reach their full potential by accessing education regularly and on time. | | | Introduction of a timetable of wider cultural and sporting experiences introduced and shared with staff, children and parents. Every class has one trip funded by PP each year. This means that children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice  Support staff and outside  companies ensure a  programme of after-school  opportunities take place  across the whole of the  academic year.  Assistant Ed Psych KS2  Memory development &  Emotional resilience  Drama therapy KS2  Review punctuality of all PP pupil half termly and  identify any child that falls below the thresholds. Meetings held with parents when desired level of punctuality falls  PSA to target pupils at risk of low punctuality figures.  Books and Bagels - target PP children to attend on time.  Rewards, prizes, incentives  and certificates purchased  to motivate and engage  pupils even further. | We want children to leave St Dunstan’s having experienced a very wide range of memorable experiences. Many of our PP and other children do not have these opportunities.  The Sutton Trust toolkit identifies  positive gains in progress for Arts  participation (+2), outdoor learning (+4),  and sports participation as  having positive effects on pupil  outcomes  The cost of visits should not prohibit children taking part.  Children have limited number  of extra-curricular opportunities - almost all opportunities are sport related,  which did not appeal to all children.  The EEF toolkit suggests that  targeted interventions matched  to specific students with  particular needs or behavioural  issues can be effective.  Importance of punctuality on school  performance. | All trips are reviewed regularly  SLT will gather evidence from pupil voice and review clubs each term  Early identification of children with  Punctuality issues.  Workshops and parent mtgs  to promote punctuality  Regular review of attendance  data. | | SLT | February 2020 |
| **Total budgeted cost:** | | | | | | | | **£33,495 (professional support and cost of experiences)** |
|  | | |  |  |  | |  |  |
| **Total budgeted cost** | | | | | | | | **£177,036** |