

S Finbar's
Catholic Primary School

Type: Action Plan

**Title: Pupil Premium Action Plan
2019 - 2020**

Lead: Head teacher

Date: July 2019

Review date: July 2020



Introduction

Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding.

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2300 for any pupils who have left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2019 - 2020 the allocated amount is a total of £161,117

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress; thereby helping to create a social justice for all groups of learners
- Intend to address these through specific, realistic targets with appropriate time scales
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils
- Will focus on evidence from EEF (Education Endowment Foundation) and other key research findings in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence
- Link to our Sports Premium to ensure maximal health benefits to all of our pupils

The key areas below will:

- Inform the core of the staff development and training plan for 2019-2020
- Ensure that the most efficient use of resources is achieved and that any new challenges are responded to effectively
- Facilitate appropriate training to teaching and support staff
- Support school leaders in monitoring progress against set objectives
- Enable school leaders and teachers to make use of ability curve plotting to monitor the progress of each individual pupil and ensure prompt intervention where necessary
- Ultimately, ensure that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- Support all staff members in living out the key mission of providing the best opportunities for all our pupils by working together

1. Summary information

School			ST. FINBAR'S CATHOLIC PRIMARY SCHOOL		
Academic Year	2019 - 2020	Total PP budget	£161,117	Date of most recent internal review	January 2020
Total number of pupils on roll <i>(Autumn Census)</i>	189	Number of pupils eligible for PP	95 @ 50.2%	Date for next internal review of this strategy	September 2020

2. Barriers

Text written in black indicates the desired outcomes and any considerations	Text written in red indicates the range of actions to be taken/ have been taken	Text written in blue indicates how the impact of the actions will be measured
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In-school barriers

Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Methods of measuring impact
A. Standards & Progress Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.	<ul style="list-style-type: none"> All pupils make minimum of 'expected' progress in reading, writing and mathematics All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER All teachers are aware of how to utilise the NFER Pupil Plotting PDMS – data plotting, distribution curves, use on QLA, and introduction of new ways of working (Read to write, White Rose & STOPS etc.) To be measured by national standardised testing and our own internal progress tracking. TIER 1 Actions - CPD for all staff on the use of NFER data for plotting pupil progress Specific CPD on EEF research based processes – high quality verbal feedback: use of metacognition – questioning techniques 	<ul style="list-style-type: none"> Children tracked using NFER testing to ensure progress outcomes accurately reflect standards and progress Teachers are able to input their own results and use it to inform planning for learning. 	<ul style="list-style-type: none"> Develop an appropriate method of measuring progress, using NFER starting and end points Use distribution curve with age-standardised results to inform next-steps planning NFER QLA used more timely to inform next-steps planning Review the impact of R2W and White Rose; adapt as necessary Plan for NFER tests to be undertaken each term in the penultimate week with analysis and pupil progress meetings to be carried out within the final week.

		<ul style="list-style-type: none"> • TIER 2 approaches will focus on targeted interventions before and after school using the six week monitoring forms to provide input and output measures to evidence impact and involve pupils • TIER 3 actions will involve the use of a planned programme of visits and guests to stimulate wider pupil interest and act as learning hooks to engage pupils. 		
B.	<p>Language & communication</p> <p>Low levels of spoken communication skills and vocabulary-lag on entry to school</p>	<ul style="list-style-type: none"> • Focus on early identification and intervention to improve verbal communication skills (EYFS and on-entry) • Children to become better at asking appropriate questions and at the right times • Children are more knowledgeable and better-skilled at using subject-specific vocabulary more appropriately in both oral and written forms • Increased staff awareness of the impact of disadvantaged backgrounds on development of verbal skills • PDMs – Oracy Voice 21 project, identification of an Oracy Champion, adapt planning so as to make the use of subject-specific and technical vocabulary more deliberate and explicit, learning walks to quality-assure the correct usage of Standard English by staff members • To be measured by national standardised testing, teacher assessment and observations. • Appropriate screening and strategies on entry. • TIER 1 actions will include bespoke training for KS2 staff on speech and language development • Subject leader training on developing subject vocabulary • TIER 2 actions will involve short term interventions to meet identified needs by use of six-week monitoring • Tier 3 actions actions will include planned opportunities for pupils to speak about their 	<ul style="list-style-type: none"> • All children achieve at least expected progress and show increased confidence in their use of verbal communication • All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning • Staff are 100% confident in their use of standard English and fully understand the implications of the language they use during lessons • Children’s understanding and application of subject-specific and technical vocabulary is evident across the curriculum and in NFER test outcomes 	<ul style="list-style-type: none"> • Track standards from “A language in common” on pupil distribution curves for EAL/MEG children • Continue to ensure that early intervention programmes of targeted support are in place for EYFS children (e.g. Time-to-talk) • Ensure that when conducting any monitoring that vocabulary and language acquisition is always referenced and on everybody’s agenda

		<p>culture – their appreciation of art, design, music.</p> <ul style="list-style-type: none"> To invite musicians and artist to help develop pupils' awareness of their local community 		
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In-school barriers (continued)			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<p>C.</p> <p>Cultural capital</p> <p>Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP children</p>	<ul style="list-style-type: none"> That the cultural capital of PP children is increased and helps create happy memories and experiences That children's awareness of the world, their place in it and responsibility for it is widened and deepened That children are able to talk about their experiences with confidence and appropriate subject-specific vocabulary A range of extracurricular clubs to be provided; including; yoga, choir, multi sports, craft and dance. A range of trips and visitors to school to be provided for children to enhance and widen cultural experiences. Specialist teachers provided to enrich children's learning experiences, including: French & Music To be measured using feedback from pupil and parent questionnaires and attendance at clubs TIER 1 actions will include awareness raising sessions for staff on the impact of extending cultural capital on pupil attitudes to learning Staff training in the implementation of methods of measuring pupil dispositions – such as GL PASS 	<ul style="list-style-type: none"> Children and families feel inspired to undertake their own cultural visits in and around the local and wider community Positive feedback from parents and pupils Improved levels of attendance Improvements in attitudes and behaviours 	<ul style="list-style-type: none"> To continue to seek pupil and parent voice in order to further provide opportunities to increase wider cultural experiences. To continue to ensure that the curriculum provides opportunities that increase curriculum enrichment Signpost families to wider community cultural events – website, external and internal noticeboards etc. Keep the MJ Productions every September – excellent quality and tremendous enjoyment. Children are inspired to read the books of the given performance

	<ul style="list-style-type: none"> • TIER 2 actions will include close monitoring of pupil access to cultural opportunities and intervention where necessary to ensure no pupil misses out • The development of target groups for music and art therapy opportunities • TIER 3 will include the mapping of cultural opportunities across the curriculum • Developing improved methods of obtaining feedback from pupils and parents. 		
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External barriers			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<p>D. Attendance & Punctuality</p> <p>Low levels of attendance and punctuality. For some families there is also persistent absenteeism.</p>	<ul style="list-style-type: none"> • Improve attendance rates in line with non-disadvantaged pupils • Improved punctuality • Staff are more aware of the negative impact of poor attendance – all staff are equipped with strategies that enable a seamless transition back to school post absence • Continue to strengthen relationships and communication with parents, thereby raising aspirations and improving attendance and punctuality – coffee mornings, drop-ins, individual support, parents' evenings etc. • Continue to use and monitor the effectiveness and rigour of in-house attendance procedures • Continue to use pupil voice to help determine the range of rewards preferred by children • To be measured half-termly via SIMS (and reported to the head teacher and governors each half term) • TIER 1 – raise awareness with all staff of the impact of absence on pupil progress 	<ul style="list-style-type: none"> • Improved % figures to at least 96% in-line with national expectations • Improved PA % in- line with national expectations • Fewer recorded 'late' minutes. • Staff feel that children with poor attendance are experiencing fewer disruptions during a series of lessons. 	<ul style="list-style-type: none"> • To continue to identify triggers/ patterns in absences and poor attendance, putting strategies in place to remove barriers. • To further highlight awards to pupils and the impact on missing school to parents. • Make weekly phone calls to parents praising children for any reason – raising the profile of being in school • Use pastoral care opportunities to further improve attendance and punctuality, focussing on specific children for support (HLTA) • Consider how the start of the day can be better-organised so as to minimise lateness

		<ul style="list-style-type: none"> • TIER 2 –specific monitoring and home visits for targeted groups • Use of visits and wider opportunities to encourage improved attendance. 		
E.	<p>Home/life factors</p> <p>Some families experience difficulties supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.</p>	<ul style="list-style-type: none"> • To assist parental engagement and involvement in their children’s learning • More families stimulating reading for pleasure at home • To increase teacher awareness of the impact of home life on the development of Cultural Capital • Stay-and-plays, parental workshops, home visits (EYFS) newsletters for parents etc. • To be measured by attendance and participation across of number of events. NFER baseline measures will be established and used for comparison purposes • TIER 1 To raise staff awareness of the long term impact of disadvantage on pupil life chances – with particular reference to ACEs • To train staff in developing positive relations with hard to reach families • TIER 2 – identify families and create individual family support programme • TIER 3 develop family opportunities to build culture – film nights – family days. 	<ul style="list-style-type: none"> • Increase in parental attendance at all school organised events • Increased number of children attending enrichment activities/clubs outside of school hours 	<ul style="list-style-type: none"> • Consider sending individual invitations to targeted parents to encourage and widen parental engagement at events

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External barriers (continued)			
Barrier	Intended outcome and how they will be actioned and measured	Outcomes	Lessons learnt
<p>F.</p> <p>Home/life factors</p> <p>Poverty and low aspirations within some families coupled with living in an area of high deprivation and criminal activity</p>	<ul style="list-style-type: none"> To ensure there is a no excuses approach to developing the aspirations of pupils To use research findings and national and international best practices to build relationships with families and provide positive support to ensure the development of an appreciation of the importance of a good education TIER 1 specific staff training on methods to build positive relationships with families A focus on early years speech and language development TIER 2 Target families with reference to appropriate external support services TIER 3 – Create family day opportunities Film and music afternoons Links to Sports Premium opportunities 	<ul style="list-style-type: none"> A narrowing of the disadvantage gap evidenced by pupil progress and a strong ethos 	<ul style="list-style-type: none"> That effective staff awareness and bespoke CPD will improve the impact of positive relations and reduce dissonance between school and street culture

3. Planned expenditure and Impact

Quality of teaching for all					
Targeted support and other approaches					
Desired outcomes	Chosen approach/ action	Evidence/ rationale for choices made	Monitoring	People responsible	Review dates/ milestones
<p>1</p> <p>Improved outcomes in reading, writing and maths for PP chn</p> <p>(Barriers A, B, C & E)</p>	<ul style="list-style-type: none"> • Emphasis on QFT (Quality First Teaching) • INSET and staff meeting time to be focussed on aspects wide range of QFT elements • Peer-support and team teaching across core subjects • Lesson visits by SLT and subject leaders – followed by subject leaders supporting teachers with aspects of teaching and learning - time • Participation in local network CPD – Read to Write (Literacy Counts) and STOPS • Match CPD to whole-school priorities and individual needs • Make improvements to internal assessment system – ensuring greater accuracy • Purchase mid-year tests for Y2 – Y6 (NFER) • Review and amend marking and feedback policy • Development of whole-class shared reading (esp. KS2) • Introduction of new comprehension materials (cross curricular) • Review “Read to Write”, purchasing new books/ materials as necessary • Purchase of new reading books across all ability levels 	<ul style="list-style-type: none"> • End-of-year 2019 external data • Internal monitoring findings • Links to SDP priorities • Local and National research findings (inc. EEF) • Cultural capital 	<ul style="list-style-type: none"> • Half-termly pupil progress meetings (HT, SENDCo and class teacher) • Early identification and target in EYFS • Standing item on governors’ meetings each term – Quality of Education committee and full GB • Internal monitoring – lesson visits, book looks, pupil voice etc. • Support and CPD bespoke to the individual’s needs – evidence of impact in quality of teaching and learning 	<ul style="list-style-type: none"> • PP Champion (HT) • Governors • LSIP • Teaching staff 	<ul style="list-style-type: none"> • Pupil progress meetings each half term • Governor meetings each term • End of year 2020

Desired outcomes	Chosen approach/ action	Evidence/ rationale for choices made	Monitoring	People responsible	Review dates/ milestones
1 (continued)	<ul style="list-style-type: none"> Subscription to Reading Plus for Y5-Y6 targeted children Subscription to Times Tables Rockstars, STOPs Half-termly pupil progress meetings (HT, SENDCo and class teacher) Continuation of enrichment opportunities for all (including "WOW" days) – trips, visits, visitors etc Development of children's oracy skills together with vocabulary acquisition and application – participation in Oracy 21 project Staffing of HLTA to support learning across the school 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above
					<p>Projected Costs</p> <p>£100000 @ 62% of allocation</p>
End of year impact					
<ul style="list-style-type: none"> Due to global Coronavirus pandemic there were no statutory end of year assessments. Subsequently there is no externally validated data to measure progress from children's starting points. Fluency skills among children starting to improve greatly. Application of STOPs training being seen in lessons. Children much more confident in talking about their learning Reading Plus pushing forward children's reading accuracy, fluency and comprehension. Children enjoy RP. The uptake to access it at home is starting to increase. Parental engagement and interest in RP is supporting reading at home. A collegiate learning culture regarding school improvement is starting to develop a cross school thereby improving the quality of teaching – peer support, team teaching, <p>NB</p> <ul style="list-style-type: none"> Not all intended actions could be sustained due to the national lockdown. This area of need will continue to be developed 20/21 <p>Other actions taken during the pandemic</p> <ul style="list-style-type: none"> Purchase of Chromebooks, storage options and bags (in addition to that allocated by DfE) to support remote learning Food parcels – families who were not eligible for FSM vouchers received bags of shopping Supported FSM families with deliveries of breakfast items through Magic Breakfast 					

Desired outcomes	Chosen approach/ action	Evidence/ rationale for choices made	Monitoring	People responsible	Review dates/ milestones
<p style="text-align: center;">2</p> <p>To support and develop wellbeing and effective characteristics of learning <i>(Barriers A, B, C, D, E & F)</i></p>	<ul style="list-style-type: none"> • Identify a “Wellbeing Champion” • Attend ROAR training • Participate in local “Trailblazers” mental health and well-being programme • Staff training and implementation of ROAR across the school • Allocate time on HLTAs’ timetable to undertake wellbeing activities with identified children • Undertake pupil voice • Investigate use of PASS survey system as a way of measuring progress • Review and plan PSHE curriculum • Continue to action and respond to “St. Finbar’s Worry Jar” items • Encourage PP children to become; prefects, school council members, reading buddies, maths ambassadors, playground buddies etc. • Encourage PP children to participate in extra-curricular activities • Continue working in partnership with Magic Breakfast to provide a free of charge breakfast club • Continue involvement with “Children’s University”, • recognising and celebrating extra-curricular participation • Develop “My Personal Best” club for identified (PP) children • Praise children for displaying “My Personal Best” qualities and give certificates out weekly 	<ul style="list-style-type: none"> • End-of-year 2019 external data • Internal monitoring findings • Links to SDP priorities • Local and National research findings (inc. EEF) 	<ul style="list-style-type: none"> • Pupil voice – children can articulate what they know about the “Finbar Feelings Rainbow” • Half-termly pupil progress meetings (HT, SENDCo and class teacher) • Standing item on governors’ meetings each term – Quality of Education committee and full GB • Internal monitoring – lesson visits, book looks, etc. • Annual visit to school by Magic Breakfast personnel 	<ul style="list-style-type: none"> • Wellbeing Champion (DHT) • Governors • LSIP • HLTAs • Teaching staff • HT 	<ul style="list-style-type: none"> • Pupil voice - termly • Governor meetings each term • End of year 2020

Desired outcomes	Chosen approach/ action	Evidence/ rationale for choices made	Monitoring	People responsible	Review dates/ milestones
2 (continued)	<ul style="list-style-type: none"> Integrate My Personal Best qualities and foci into wider teaching and learning Continue with promotion and development of independent learning strategies in all learning across school Identify a “St. Finbar Learner” – key qualities and characteristics and promote around school. Continued further development of “Philosophy for Children” (P4C) Training and participation in “Thrive” training for school leaders and identified practitioner 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above
					Projected costs £30000 @ 19% of allocation
End of year Impact					
<ul style="list-style-type: none"> My Personal Best training undertaken by three staff members. Morning sessions before school for identified children and during lunchtimes started to have a positive impact on wellbeing and other characteristics of effective learning. MPB – improved punctuality outcomes for children identified; additionally self-esteem, confidence and other personal characteristics were developing. Lockdown impacted (negatively) on the children tremendously; particularly the older children. <p>Other actions taken during the pandemic</p> <ul style="list-style-type: none"> Daily phone calls and KITs with families and children Wellbeing activities planned for children who attended the hub <p>NB</p> <ul style="list-style-type: none"> Not all intended actions could be sustained due to the national lockdown. This area of need will continue to be developed 20/21. This will be essential in helping children to move forward in their learning and personal development 					

Desired outcomes	Chosen approach/ action	Evidence/ rationale for choices made	Monitoring	People responsible	Review dates/ milestones
<p>3</p> <p>To improve attendance and punctuality rates for PP children (including for those who are affected by persistent absenteeism)</p> <p>(Barriers A, B, C & D)</p>	<ul style="list-style-type: none"> Rewards at class and individual level – daily/ weekly/ half termly/ termly and annually Welcome everyone in with a warm smile and a kind word SLA with EWO services @ 3 hours per week for 33 weeks Celebrations at whole-school assemblies Meetings to support and/ or challenge parents with Strategic lead for attendance and EWO Use of statutory processes for parents/ carers as applicable 	<ul style="list-style-type: none"> All children like being rewarded for positive choices. In line with LCC strategy and focus on attendance School council have decided the termly rewards. 	<ul style="list-style-type: none"> Improved rates of attendance for all children for whom attendance is not 97% plus Reduction in the number of children at PA Monitoring and analysis of data made for all groups of learners 	<ul style="list-style-type: none"> All staff – positive attitudes so that children want to come to school. Strategic lead for attendance Attendance team 	<ul style="list-style-type: none"> Each half term – analysis and sharing with governors
Projected costs					
£30000 @ 19% of allocation					
End of year impact					
<ul style="list-style-type: none"> Attendance rates for autumn 2019 for PP pupils was in line with non-PP children Punctuality rates during the autumn term was good across school. Reward systems effective in keeping encouraging and celebrating good attendance 					
NB					
<ul style="list-style-type: none"> Not all intended actions could be sustained due to the national lockdown. This area of need will continue to be actioned 20/21 					
Other actions taken during the pandemic					
<ul style="list-style-type: none"> All children (except) one who attended the local Hub were PP children (and were vulnerable or the children of Key workers). Attendance and engagement at the Hub was good. All children benefitted from continued access to school and learning opportunities 					

Desired outcomes – Examples of expenditure			
Outcome 1		Outcome 2	Outcome 3
<ul style="list-style-type: none"> • Emphasis on QFT (Quality First Teaching) • INSET and staff meeting time to be focussed on aspects wide range of QFT elements • Peer-support and team teaching across core subjects • Lesson visits by SLT and subject leaders – followed by subject leaders supporting teachers with aspects of teaching and learning - time • Participation in local network CPD – Read to Write (Literacy Counts) and STOPS • Make improvements to internal assessment system – ensuring greater accuracy – LAP subscription • Purchase mid-year tests for Y2 – Y6 (NFER) • Development of whole-class shared reading (esp. KS2) - subscriptions • Introduction of new comprehension materials (cross curricular) • Review “Read to Write”, purchasing new books/ materials as necessary • Purchase of new reading books across all ability levels • Subscription to Reading Plus for Y5-Y6 targeted children • Subscription to Times Tables Rockstars, STOPS • LSA Staff costs (x3) • Continuation of enrichment opportunities for all (including “WOW” days) – trips, visits, visitors etc • Development of children’s oracy skills together with vocabulary acquisition and application – participation in Oracy 21 project 		<ul style="list-style-type: none"> • Identify a “Wellbeing Champion” • Attend ROAR training • Participate in local “Trailblazers” mental health and well-being programme • Staff training and implementation of ROAR across the school • Allocate time on HLTAs’ timetable to undertake wellbeing activities with identified children • Undertake pupil voice • Investigate use of PASS survey system as a way of measuring progress • Continue to action and respond to “St. Finbar’s Worry Jar” items • Encourage PP children to become; prefects, school council members, reading buddies, maths ambassadors, playground buddies etc. • Encourage PP children to participate in extra-curricular activities • Continue working in partnership with Magic Breakfast to provide a free of charge breakfast club • Continue involvement with “Children’s University”, recognising and celebrating extra-curricular participation • Develop “My Personal Best” club for identified (PP) children • Praise children for displaying “My Personal Best” qualities and give certificates out weekly • Integrate My Personal Best qualities and foci into wider teaching and learning • Continue with promotion and development of independent learning strategies in all learning across school • Continued further development of “Philosophy for Children” (P4C) 	<ul style="list-style-type: none"> • EWO SLA • Cost of trips and prizes • Transport costs for collecting children and bringing them into school – in addition to transport costs for undertaking home visits • Contribution to Magic Breakfast costs • Staff salary costs for Breakfast Club personnel (3 staff members @ 20 hours total per week for 38 wks) • After-school clubs and teams – cost of materials and staff member salaries (6 staff members @ 6 hours total per week for 33 wks) • Salary on-costs

<ul style="list-style-type: none"> • SLA costs for Music, MfL, HR, Clerking 		<ul style="list-style-type: none"> • Investigate participation in “Thrive” practitioner training • Purchase of milk – all children N – Y6 			
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Head teacher	Chair of Governors	Pupil Premium Governor
J Conley	A Williams	A Williams
1 st September 2020	1 st September 2020	1 st September 2020