



## Pupil Premium Evaluation 2019-20

Summary Information					
<b>School</b>	Our Lady & St. Hubert's Catholic Primary				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£62,040.00 Inc 11,500 LAC	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	389 inc pre-school	<b>Number of pupils eligible for PP</b>	47 plus 6 LAC/post LAC	<b>Date for next Strategy Review</b>	September 2020

Current attainment (EYFS to current Year 6)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>51.1%</b>	79%
<b>% making expected progress in reading (as measured in the school)</b>	<b>97%</b>	96%
<b>% making expected progress in writing (as measured in the school)</b>	<b>97%</b>	99%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>95%</b>	98%

Barriers to educational achievement	
<b>Academic Barriers (Internal)</b>	
<b>A</b>	Less PP children achieve greater depth in core subjects, and combined with increased numbers of pupils with speech and language issues including EAL.
<b>B</b>	A number of staff across the school are newly qualified (3 teachers Years R, 4 and 5) or new to school (1 Teacher, Year 3).
<b>C</b>	Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (6Cs) not fully embedded across the school. Subject leads not driving the curriculum effectively.
<b>D</b>	High proportion of pupils eligible for PP have irregular reading habits and fixed mindsets. This slows progress down year on year due to low aspirations.
<b>E</b>	Diet/Health habits lead to lack of concentration in class
<b>Additional Barriers (External)</b>	
<b>F</b>	Safeguarding, social and emotional barriers to learning: increased number of children and families experiencing mental health.
<b>G</b>	Attendance and punctuality of targeted groups of pupils
<b>H</b>	Social and economic factors including life experiences, EAL and ability of families to support
<b>I</b>	Accessibility and breadth of physical, artistic and creative experiences outside of school

Barriers to future attainment		
	Academic Barriers (Internal)	Success criteria/Strategies
<b>A</b>	Less PP children achieve greater depth in core subjects, and combined with increased numbers of pupils with speech and language issues including EAL.	<p>Increased hours of Senior Speech and Language NHS specialist - TAs trained and supported by LA provision and Senior S&amp;L specialist to implement SL action plans. Pupils achieve speech &amp; language milestone targets.</p> <p>PP pupils receive additional phonic and language input where red or amber on Wellcomm screening leading to improved attainment on reassessment.</p> <p>Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme. Additional training of preschool staff and new RML lead to maximise learning prior to Reception class.</p> <p>SENCO and Safeguarding and Inclusion Lead liaise with parents to ensure LA provision is accessed.</p>

		<p>95% pupils achieve expected Y1 phonics test.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff, with plans targeting children to achieve greater depth.</p> <p>Pupil Premium action plans completed for every child by class teachers</p>
<b>B</b>	<p>A number of staff across the school are newly qualified (3 teachers Years R, 4 and 5) or new to school (1 Teacher, Year 3).</p>	<p>Staff made aware of expectations or policy and procedure regarding Pupil Premium children.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision with support from Phases leaders.</p> <p>New phase leadership embed pupil premium provision into fortnightly meetings.</p> <p>Through regular pupil progress meetings, progress, provision and practice monitored to ensure effective provision in place.</p> <p>Pupil premium documentation completed by all staff members and new teachers guided by phase leaders on how to complete and what provision to plan for.</p>
<b>C</b>	<p>Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (6Cs) not fully embedded across the school. Proportion of staff new to subject leadership roles.</p>	<p>Embedding of 6C's, Project Based Curriculum enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by highly trained staff.</p> <p>Teacher appraisal defines clear responsibility of subject leaders to monitor, analyse and report to Governors on the progress of targeted children in broader curriculum areas. Pupil Premium tracking systems include the barriers to learning in broader curriculum areas, interventions and progress.</p> <p>AHT leads subject leaders effectively.</p> <p>Pupil Voice reflects children's engagement in PBL and 6C's – showing greater personal aspirations.</p>

		Pupil Progress is rising in broader curriculum areas.
<b>D</b>	High proportion of pupils eligible for PP have irregular reading habits and fixed mindsets. This slows progress down year on year due to low aspirations.	<p>Allocated TA time to hear daily readers across the school for eligible pupils, supporting phonics and comprehension.</p> <p>Improved reading outcomes in KS1 and KS2.</p> <p>Pupil voice reflects children’s motivation to read, as 6C’s curriculum and PBL provide greater relevance – engaging pupils deeper in their learning and showing a greater motivation to read and higher self-aspirations.</p>
<b>E</b>	Diet/Health habits lead to lack of concentration in class	<p>Healthy initiatives ensure children are healthy and well in their early years through enhanced provision such as sports coaching, food provision and extra-curricular activities.</p> <p>All PP children provided with a hot meal.</p> <p>All PP children given the opportunity to have milk at break times.</p> <p>New cooking curriculum implemented across school; pupil premium children to be provided with ingredients. Sessions will cover aspects of healthy eating/living.</p> <p>Implementation of healthy snacks at break times – pupil premium children to be provided with fruit/vegetables.</p>
	<b>Additional Barriers (External)</b>	<b>Success criteria</b>
<b>E</b>	Safeguarding, social and emotional barriers to learning	<p>Contracted counselling service to targeted children to ensure their continual mental health and wellbeing. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</p> <p>Close tracking of self-esteem and confidence, plus improved behaviours for lunch time and gauge emotional states of individuals most in need of designated adults. Includes tracking of MyConcerns for known pupils and personalised responses.</p>

		<p>All pupil premium children 'RAG rated' on individual action plans, to ensure needs are catered for</p> <p>Continual support of Safeguarding and Inclusion Lead (previous title Learning Mentor) coordinates services for targeted children – bringing together harmonious support for targeted children which results in continually high attendance, close parental relationships and at least sustained progress across the curriculum.</p> <p>Parents have daily, easy access to Safeguarding and Inclusion Lead (previous title Learning Mentor) as she is on the school gate each morning to meet and greet. Known, established person of trust ensuring high level engagement with parents. Greater percentage of staff on playgrounds at designated times – building relationships between home and school.</p>
<b>F</b>	Attendance and punctuality of targeted groups of pupils	<p>Lowest attendance percentage for PP children = 86%</p> <p>15 children attend 90-95% of the time</p> <p>31 children's attendance is above 95%</p> <p>Overall target: PP attendance improves 96.04% to 98%</p>
<b>G</b>	Social and economic factors including life experiences, EAL and ability of families to support	<p>Pupil voice and triangulated information shows pupils are happy at school, have access to a wide range of communication methods which ensure inclusion, access a wide range of experiences that may be beyond their family's reach.</p> <p>Parents confident in accessing school for support.</p> <p>Children in safe and SEM supportive households.</p>
<b>H</b>	Accessibility and breadth of physical, artistic and creative experiences outside of school.	<p>Allowing targeted children the ability to play a tuned musical instrument for a year, learning to read music, focus and concentration improvements and develop a love of music.</p> <p>Access to school trips, outings and experiences which broaden the experiences of targeted children.</p>

PBL and 6C's curriculum fires greater self-aspiration and engagement in community initiatives beyond school.

Plan including actions, expenditure and review dates						
Quality of teaching for all						
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Termly review	Cost	Review
<p><b>Embedding of 6C's Curriculum and Project Based Learning.</b></p> <p>Training of staff in 6C's and PBL.</p> <p>Parental Workshops in 6C's and amended report formats / parent events and showcases.</p>	<p>Recognition of the narrowing of the curriculum prior to Ofsted announcements.</p> <p>To prepare children for deeper thinking and 21<sup>st</sup> century learning.</p> <p>Acknowledging the importance of the broader curriculum subjects and the link to holistic education.</p> <p>Investing in subject leadership, specialisms and networking in broader subjects and cross-curricular learning.</p>	<p>Pupil Voice.</p> <p>Parental feedback.</p> <p>Broader curriculum progress, reports to governors by subject leaders and data.</p> <p>Staff meetings planned for and planning monitored.</p> <p>Staff Voice Showcases of PBL units completed</p>	<p>Headteacher with CS leading 6C's and PBL.</p> <p>Update – Newly formed SLT leading curriculum change</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>	<p>From budget</p>	<p>Curriculum Review in progress to deepen the impact of our curriculum from Summer term</p> <p>New curriculum to provide further opportunities for PP children to deepen understanding through enriched experiences.</p> <p>6Cs planned to be embedded in new curriculum starting September 2020.</p> <p>CPD Events postponed due to COVID pandemic.</p>

<p><b>CPD for newly qualified members of staff or new to school</b></p>	<p>Newly qualified teachers or teachers new to school will have less understanding of how to target pupil premium children in school, which may not lead to the accelerated progress for PP children.</p>	<p>Target staff for CPD in school and out of school courses.</p> <p>Staff meetings</p> <p>Progress reports through School IP</p>	<p>DH</p>	<p>December 2019 April 2020 July 2020</p>	<p>£2500</p>	<p>Staff meetings led by DH outlined vision an expectations for OLSH particularly in Reading and Maths.</p> <p>Some CPD postponed due to COVID pandemic.</p> <p>Continue to develop staff in upcoming year, due to school being closed to most pupils from Aril 2020. This led to NQTs not teaching to whole classes for the final term of their NQT year.</p>	
<b>Total Budgeted Cost</b>						<b>£2500</b>	
<b>Targeted support</b>							
<p><b>Reading Support</b> TA recruited to PP readers pupils will receive 1:1 reading support 2 x 30 mins weekly</p>	<p>Pupils benefit from social aspect of reading, from discussion with a trusted adult over time and opportunity to extend and apply learning through games- opportunities not all parents can provide for a range of reasons.</p> <p>Children read pleasurable and are motivated to read beyond school hours. They view reading as an</p>	<p>Progress data of selected children.</p> <p>Monitoring of sessions.</p> <p>Discussion with pupils and their families.</p>	<p>DH</p> <p>Reading TA's – KOK, LB, +1.</p>	<p>December 2019 April 2020 July 2020</p>	<p>LB - £5229 KO - £4939 LSI - £4939</p> <p>Total £15,107</p>	<p>Review to be completed by DH on impact of pupil premium readers including pupil voice survey.</p> <p>Pupil voice not completed due to school closure following pandemic.</p> <p>Decision made to not continue with 1:1 readers and for this to be completed in class.</p>	

	essential life skill, valued by all.					Having 1:1 Readers ensured that PP children were regularly reading to an adult, though this can be covered within school, without the need to directly employ.  Data shows that progress of children is not accelerated.
<b>Class Based Intervention</b> Interventions delivered by teachers and support staff.	Sutton Trust shows benefit of 1:1 and small group strategies	Gap closing between PP and non-PP at mastery and greater depth.  Regular Pupil Progress meetings and moderations.  Regular review through key stage meetings.	SENCO/DH Headteacher Phase Leaders Class Teachers	December 2019 April 2020 July 2020	From budget	Pupil progress meetings completed for autumn term with a particular focus on PP children. Review to be completed on class based intervention. Pupil Progress meetings booked for Spring term.  Continue to monitor  Pupil progress meetings not taken place due to school closure following pandemic. Once children return to school, all children to be baselined to identify gaps in children's understanding and then lessons/curriculum planned accordingly.
<b>Targeted support for Year 5 / 6 incl.</b> To improve pupil engagement in their learning and pupils knowing their next steps through	Sutton Trust evidences impact of 1:1 and small group provision  Disadvantaged pupils and those with	Attendance generically and additional booster sessions.  Attendance of parents at Y5/Y6 parent engagement	Head teacher Year 6 Class Teachers	December 2019 April 2020 July 2020	LSI - £2500	Review to be completed to show impact.  Groups planned for within lessons in years 4/5/6

targeted tuition from booster book, personalising learning and setting targets which are developed back in class.	language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.	<p>evenings including children's conferencing and SATS information events.</p> <p>Pupil progress and attainment records.</p> <p>Key Stage Meetings and SLT meetings.</p> <p>Termly pupil progress meetings</p> <p>Intervention records for planned sessions, showing progress of PP children</p>				<p>Year 6 SATs cancelled and therefore no data available to show impact.</p> <p>Data leading up to SATs showed accelerated progress of children from September baseline.</p> <p>Regular meetings with year 6 team, highlighted areas of development within year group.</p> <p>Intervention plans show groups well planned and delivered.</p>
<b>Total Budgeted Cost</b>					<b>£15,107</b>	
<b>Other approaches</b>						
<p><b>Wider Curriculum</b></p> <p>Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking) e.g. theatre, residentials, swimming, music lessons, clubs</p> <p>Target uptake of music lessons</p>	<p>Links between barriers to learning, paucity of language and SEMH.</p> <p>All pupils have the opportunity to attend a school trip each year.</p> <p>Evidence shows that participating in some of these activities raises aspiration.</p>	<p>Pupil Voice.</p> <p>Monitoring of attendance of groups.</p> <p>Group data : disadvantaged pupils v others in school</p> <p>Monitoring of uptake</p>	DH	December 2019 April 2020 July 2020	<p>Music lessons £1755</p> <p>Trips - £3500</p> <p>Total - £5255</p>	<p>PP attend music sessions should they wish. Trips paid for.</p> <p>With new curriculum planned, further opportunities sought to enrich curriculum through out of class visits.</p> <p>Uptake of music lessons to be monitored more closely.</p>

	<p>Participation in activities such as music lessons impacts on attainment.</p> <p>Enrichment broadens horizons and improves physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes.</p>	<p>New PP children taking music lessons – target children</p>				<p>End of year pupil voice not carried out due to pandemic – this to be completed in new academic year.</p>
<p><b>Contracting of external Counselling Services.</b></p>	<p>Continuation of pro-active initiative, responding to needs of children.</p> <p>Extension to already achieved Local Authority Wellbeing Charter Mark.</p> <p>Governmental and school commitment to children and families SEMH.</p>	<p>Attendance of targeted children.</p> <p>Progress of targeted children is at least on flight track with sustained progress through trickier times.</p> <p>Pupils become effective learners in classroom.</p> <p>Pupils are better able to self-regulate, drawing on learned strategies and parental engagement.</p>	<p>Headteacher &amp; Pastoral Lead through contracted services.</p>	<p>December 2019 April 2020 July 2020</p>	<p>From Budget</p>	
<p><b>Dietary Needs</b></p> <p>Hot meals provided at lunch times</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school.</p>	<p>SIL to monitor and approve uptake.</p>	<p>SIL</p>	<p>December 2019 April 2020 July 2020</p>	<p>Free School Meals £27337</p>	<p>Pupil Premium children funded to receive both hot meals and milk.</p>

Provision of milk/fruit/toast/other items where pupils are in need.	Pupils from disadvantaged backgrounds may not have these benefits as standard.				Milk and Snacks £1000  Total - £28337	
<b>Use of My Concern behaviour/safeguarding system</b>	<p>Achievement of Sandwell's Wellbeing Charter Mark in 2018 reflects high quality provision – to continue and further develop.</p> <p>Knowledge that emotional well-being impacts on attainment and family ability to support.</p> <p>This system helps identify concerns and track provision, involving all staff in discussion of pupils' needs and so removing barriers to learning</p> <p>Reduces staff time reporting and tracking incidents, freeing up for teaching and learning – all staff trained and using actively.</p>	<p>My Concern records</p> <p>EPEP implementation and training attended.</p> <p>SIL and LAC DT to coordinate pupil records.</p> <p>All staff use MyConcerns.</p> <p>Raised awareness of role of LAC DT and responsibilities by all staff.</p>	<p>SIL – CC</p> <p>DH</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>	<p>From budget</p>	<p>My concern system used</p> <p>Monitor staff usage</p> <p>Review of my concern to be implemented in new academic year to evaluate use and impact.</p>
<b>Safeguarding and Inclusion Lead (SIL) to enable coordinated services for</b>	Services for targeted children are coordinated and provide a holistic	Pupil and Parental Voice	CC	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>	£7769	Section 175 report to be submitted by Feb, in line with timescale.

<p><b>children encapsulating SEMH and family support, attendance and wellbeing.</b></p> <p>Safeguarding and Inclusion Lead to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling – easily accessible to parents and professionals on designated phone number.</p> <p>Safeguarding and Inclusion Lead role now includes close liaison with Designated Teacher for LAC and attendance at LAC/PEP events.</p>	<p>perspective on progress and well-being. SIL is easily accessible to children, parents and professionals ensuring rapid response to issues and proactive support which has a positive impact at the time of need.</p> <p>Attendance and punctuality is rigorously tracked, with punctuality issues known – services to improve coordinated and relationships with families harnessed to bring about better outcomes for children.</p> <p>LAC children receive coordinated care with professionals working in partnership to provide targeted and networked support.</p> <p>Groups created based on needs e.g. Nurture group</p>	<p>Reports to Governors and links with relevant nominated Governor.</p> <p>Tracking of attendance percentages and triangulated action.</p> <p>Analytical reports showing benefits of networking, such as MyConcerns and EPEP.</p> <p>SIL job description clarifying role with appraisal managed by HT, regular updates and weekly meetings between HT and SIL.</p> <p>Delegation of specific tasks connected to need.</p> <p>Feedback from professionals such as counselling support.</p> <p>Outcomes for pupils and families – academic, social and emotional.</p> <p>Monitoring of attendance of all groups to be national average or better. Attends regional attendance forum.</p>				
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<p><b>Cooking curriculum</b></p> <p>Children taught cooking skills from reception to Year 6, gaining the knowledge of a range of skills, recipes and the importance of healthy eating.</p> <p>Ingredients provided for pupil premium children across the year.</p> <p>Funding to purchase cooking curriculum (6 recipes per year group) and to train members of staff in delivering the curriculum.</p>	<p>Research shows that pupils from disadvantaged backgrounds are more likely to be obese, therefore putting long term health at risk.</p> <p>Better education within this area will provide children greater opportunity to make better choices when it comes to cooking and healthy eating.</p>	<p>Pupil Voice through evaluations</p> <p>CPD for staff</p> <p>Staff voice</p> <p>Parental feedback.</p> <p>Staff meetings planned for and planning monitored</p>	<p>Curriculum Lead DH</p>	<p>December 2019 April 2020 July 2020</p>	<p>£700</p> <p>£318 for cooking ingredients</p>	<p>Cooking curriculum purchased – training for staff completed and sessions in classes ongoing. Initial informal feedback shows children are learning new skills and enjoying the curriculum.</p> <p>Pupil voice to be completed in new academic year to assess impact on all pupils, particularly those in receipt of pupil premium funding.</p>
<b>Total Budgeted Cost</b>					<b>£42379</b>	

<b>Spending</b>	
	<b>Quality Teaching for all</b> £2500
	<b>Targeted support</b> £17607
	<b>Other approaches</b> £42379
	<b>Overall total</b> £62486

<b>Termly Review Information</b>		
December 2019	April 2020	July 2020

