



Pupil Premium Strategy Review (2018/2019) and Statement (2019/2020)

1. Summary information					
School	St. Mary's Birchley Catholic Primary School				
Academic Year	2019/2020	Total PP budget 2019	£28,020	Date of most recent PP Review	October 2020
Total number of pupils Sept 2019	204	Number of pupils eligible for PP inc Ever 6, LAC, Post LAC and Service children Sept 2019	20 pupils	Date for next internal review of this strategy	October 2021

2. Current attainment by the end of 2018 2019 (End of Key Stage Results 2018/2019)		
Attainment/Progress for: 2018 / 2019 Y6 Pupils (31)	<i>Pupils eligible for PP 8 children in cohort</i>	<i>Pupils not eligible for PP 23 children in cohort</i>
% of children achieving expected standard in reading, writing and maths combined.	2/8 children did not achieve expected standard (25%) 6/8 children achieved expected standard. (75%)	26% did not achieve expected standard 74% achieved expected standard. 30% achieved a higher level
% of children achieving the expected standard in reading.	2/8 children did not achieve expected standard (25%) 6/8 children achieved expected standard. (75%) 2/8 children achieved a higher level (25%)	21% did not achieve expected standard 78% achieved expected standard. 43.5% achieved a higher level
% of children achieving the expected standard in writing.	1/8 children did not achieve expected standard (12.5%) 7/8 children achieved expected standard. (87.5%) 1/8 children achieved a higher level (12.5%)	96% of children achieved expected standard. 30% achieved a higher level
% of children achieving the expected standard in mathematics.	8/8 children achieved expected standard. (100) 2/8 children achieved a higher level (25%)	100% achieved expected standard. 61% exceeded the expected standard.

Attainment/Progress for: 2018 / 2019 Phonics (30)	<i>Pupils eligible for PP 1 child in cohort (Y1)</i>	<i>Pupils not eligible for PP 29 children in cohort (Y1)</i>
% of children achieving the expected standard in phonics by the end of Year 1	1 /1 children achieved expected standard in the phonic screening test by the end of Y1 (100%)	100% achieved expected standard in the phonic screening test by the end of Y1
% of children achieving the expected standard in phonics - Y2 resits	8 children resat phonics at the end of Y2 1/8 was PP and they achieved expected standard (100%)	8 children resat phonics at the end of Y2 7//8 were not PP. 6/7 passed resit (86%)
Attainment/Progress for: 2018 / 2019 KS1 (Y2) (29)	<i>Pupils eligible for PP 2 children in cohort</i>	<i>Pupils not eligible for PP 27 children in cohort</i>
% of children achieving expected standard in reading, writing and maths combined.	1/2 children did not achieve expected standard (50%) 1/2 children achieved expected standard. (50%)	26% did not achieve expected standard 74% achieved expected standard. 11% achieved a higher level
% of children achieving the expected standard in reading.	1/2 children did not achieve expected standard (50%) 1/2 children achieved expected standard. (50%) 1/2 children achieved a higher level (50%)	19% did not achieve expected standard 82% achieved expected standard. 33% achieved a higher level
% of children achieving the expected standard in writing.	1/2 children did not achieve expected standard (50%) 1/2 children achieved expected standard. (50%)	22% did not achieve expected standard 78% achieved expected standard. 15% achieved a higher level
% of children achieving the expected standard in mathematics.	2/2 children achieved expected standard. (100%)	15% did not achieve expected standard 85% achieved expected standard. 22% achieved a higher level
No PP children in 2018/2019 EYFS cohort		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Social and emotional intelligence/underdeveloped PSHE skills, particularly amongst boys
B.	Poor writing and spelling skills
C.	Lack of basic numeracy e.g. poor recall of times tables; little recall of number bonds
D.	Little or no interest in reading - underdeveloped vocabulary ; inability to make simple inferences; lack of stamina and concentration when reading
E.	Poor diet often means that a % of our PP children are often overweight and this impacts upon their self-esteem and their poor general fitness means that they are reluctant to take part in extra-curricular and curricular sporting activities

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Lack of support from home e.g. Parents unwillingness/inability to support their children with additional work sent home; lack of support with homework; home reading books often not read and poor attendance at booster sessions
G.	Attendance and punctuality
H.	Circumstances in the home have an impact on the pupil's emotional wellbeing in school.
I.	Low aspirations
J.	Some Pupil Premium children also have Special Educational Needs or Disabilities. Others are LAC/PLAC or service children.
K.	Social Media – time spent gaming and on social media platforms not monitored. Children spend most evenings/weekends on technology. They are tired coming to school. Fallings out online mean that they are more reluctant to come into school. Children posting images/videos on YouTube and TikTok have little understanding of the risks.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium children will make appropriate and similar levels of progress in reading, writing and maths when compared to their non PP peers – including high attaining PP children.	Pupils make good progress (in line with their non PP peers) in order to meet end of year age related expectations or make appropriate progress from their individual starting points – including high attainers.
B.	Support will be available for children with emotional difficulties, from a range of practitioners, to help our children to manage their feelings and behaviour.	Children will access internal support by using the Chatterbox and this will lead to our children being able to share their worries or concerns. External agencies used to support those children who need specialist support e.g. Barnardo's Play Therapy Children will be happy and settled in school.

		<p>Few incidents of poor behaviour Nurture Room established and used to support our vulnerable children. Our children will demonstrate greater resilience. Mindfulness club will be established and well attended.</p>
C.	Attendance of Pupil Premium children in line with peers.	Attendance to be 96%. Children arrive in time for registration and have a settled and ordered start to the school day.
D.	Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.	<p>Children will attend all booster sessions. Homework will be completed to a good standard. Parents will attend Parents' Evenings and Parental Workshops.</p>
E.	Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.	<p>Children will demonstrate a desire to learn. They will be ambitious and will set themselves challenging goals. Children will participate actively in school life taking on roles of responsibility in order to develop their independence and self-esteem. Careers day used to invite different professionals into school to talk about their job and to inspire our children to aim high. Visits for Y6 children to spend the day at Edge Hill University to inspire and to show that with hard work, university life is accessible to all.</p>
F.	<p>Our parents will become more aware of the dangers/negative outcomes for children who spend too much time online and will become more vigilant of their children's use of the technology. Our children will fully understand the dangers of online activity and fully recognise the appropriateness of their postings/videos Our vulnerable families will feel supported with parenting worries/challenges of family life today.</p>	<p>Families in need identified at the earliest possible opportunity and supportive meetings to take place – parents will engage with the meetings EHATS/FAMs will be successful in supporting our families in need. E-Safety assembly well attended by parents Children's eAWARE profiles will demonstrate a greater understanding of staying safe whilst online. Fewer incidents of falling out in school over comments made online. Children less tired and ready to work.</p>
G.	All of our children to understand the importance of following/living a healthy life style.	<p>Greater attendance of PP children at sporting clubs Higher % of PP families attend the workshops at school delivered by the Healthy Living Team Children 'forget' their PE kits less Healthy Tuck shop will prove to be a popular venture</p>

5. Planned expenditure					
Academic year	2019/2020				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
A) Pupil Premium children will make appropriate levels of progress in reading, writing and maths – including the higher attainers	TA to work in all classes every morning to support those children at risk of not making expected progress.	Having TA support every morning- in all classes - has enabled targeted support to take place. This support has enabled staff to respond quickly to misconceptions and to address any areas for development. End of Key Stage data for EYFS, KS1 and KS2 is consistently pleasing and is nearly always in line with, and often above, both local and national levels.	<ul style="list-style-type: none"> pupil progress meetings work scrutiny pupil voice planning monitoring lesson observations scrutiny end of year data introduction of more focused tracking of high needs groups – SEND, Pupil Premium and summer born 	A Hymers SLT £6,000 to supplement the cost of having a TA in every class in the morning	Summer 2020
	TAs used in the afternoon to deliver interventions to targeted children.	TAs delivering interventions in the afternoons enable a variety of interventions to be delivered to both individual and small groups of children. End of Key Stage data for EYFS, KS1 and KS2 is consistently pleasing and is nearly always in line with, and often above, both local and national levels.		As above	
	Lunchtime maths intervention group run twice a week from Jan to June for Y6 children to enable basic mathematical skills to be constantly revisited.	Lunchtime maths intervention group has been running very successfully for the last three years. It has had a very positive impact on the children's arithmetic scores. Last year all children who took part in the early morning intervention sessions achieved expected standard in maths in the KS2 tests		£1500 cost of lunchtime intervention activities	
	Additional full time teacher employed to work in Y6 for this academic year so that the children are able to be split into 2 ability groups for writing, reading and maths every morning and so that	The current Y6 has 1 child on ever6 PP, 1POST LAC child; 2 children on EHCPs and 3 dyslexic children. In KS1 9 ch achieved WTS in writing; 1 child was working towards the foundations for the expected standard and 2 children were P8. In reading 5 children achieved WTS ; 1 child		£24,373 cost of additional teacher cover	

	a teacher can deliver interventions across the school for two afternoons per week.	was working towards the foundations for the expected standard and 2 children were P8. In mathematics 5 children achieved WTS ; 1 child was working towards the foundations for the expected standard and 2 children were P8			
	A teacher employed to deliver intervention activities to groups of children not making expected progress in reading, writing and maths in KS1 and KS2 – 2 afternoons per week	Teacher led intervention will ensure that targeted support is given to most needy and to the higher attainers. TAs to observe the teacher at work so that they can repeat the session with a different group of children. TAs will feel more confident delivering the sessions as a result of observing the teacher.			
	KS1 Maths Club introduced in the half-term prior to test week in order to recap on basic skills and to give the children the opportunity to improve their problem solving/reasoning skills.	Analysis of KS1 tests from previous years and from observations/work scrutiny it was clear that our children struggled with the reasoning questions/problem solving elements of the curriculum. Our weaker mathematicians also struggled to recall some of the basic number facts/skills. Analysis of this year's tests showed that the children's reasoning skills had improved.		No cost. Club run by staff	
	Thursday - Intervention Morning. HT to work alongside 2 class teachers to split Y6 into 3 groups of 10 so that targeted support can be given in SPAG, reading and maths in order to prepare the children for the SAT tests. (Feb – May)	This small group intervention programme enabled most Y6 children to make rapid progress during the Spring term. The Y6 children have performed exceptionally well in the KS2 tests over the last 3 years and although reading results were down on previous years, this was mainly as a result of children not finishing the test in the time given, rather than a measure of their ability.		No cost as HT runs one of the sessions alongside the 2 class teachers.	
	PSHE focus group to run in EYFS.	There has always been a difference in attainment between boys and girls in PSE and PHY scores in our Reception class, but last year's scores saw a significant difference – 100% of girls achieved ELG in both areas compared to 78.9% of boys in PHY and 84.2% in PSE. The focus group is aimed at targeting the PHY and PSE development of	<ul style="list-style-type: none"> Tracking of data for PSED. Regular meetings between HT and class teacher. Speaking to the children/observing the children at work and play. 	No costs. Staff run the focus group.	

		these boys.			
	Phonic catch up sessions to run daily and to be delivered by a teacher or TA3	Disappointing phonic results have led to a review of the teaching of phonics in KS1. TA2s will take the register each day to allow the teachers in Y1 to deliver catch up phonic sessions in order to ensure that the % of children passing the phonic screening test is at least in line with the LA and that the 1 PP child in Y2 who failed the test last year is able to pass when the test is re-sat in June 2019. 100% of children passed the phonic test of the end of Y1 in 2019 and the 1 PP child from Y2 passed the resit. Sessions will continue to be delivered in this manner as it clearly had a + impact.	<ul style="list-style-type: none"> • Half termly phonic meetings with the KS1 staff to review the progress of the children. • Review of test scores – additional intervention put in when needed. 	No costs. Staff run the focus group.	
B) Support available for children with emotional difficulties from a range of practitioners to manage feelings and behaviour.	<p>Pay a TA3 to be available at lunchtime to meet with children who have put a 'worry' in the Chatter Box.</p> <p>Liaise with Barnardo's to access Play Therapy.</p> <p>Children discussed at SEND planning meetings.</p> <p>Referral to CAMHS</p> <p>Nurture Room to be utilised by children who need time out/time for themselves.</p> <p>Mindfulness club set up</p> <p>IEPs established for those children who need support with their emotions/worries/anxieties</p>	<p>Pupil/parent questionnaires and discussions with children show that children are happy at school and happy children learn more effectively.</p> <p>Few incidents of poor behaviour which indicates that our children are happy and settled.</p> <p>Children feel that they have a voice and are valued. Many say they feel comfortable sharing their worries with a member of staff.</p> <p>Children who attended Barnardo's or CAMHS appear more settled as a result of the ongoing support.</p>	<ul style="list-style-type: none"> • Scrutiny of notes kept by TA3. • Chatting with children about how they are finding school life. • Children's questionnaires • Tea@2 with the headteacher – talk always focuses on whether the children are happy in school and feel safe • Observing Nurture Room in use • Mindfulness Club will be well attended 	£1000 approx. Cost of TA3 to be available at lunchtime to chat with the children who have accessed the Chatter Box. Staff to run Mindfulness Club.	Easter 2020

<p>C) Attendance of Pupil Premium children in line with peers.</p>	<p>Warning letters sent home to warn parents that attendance is causing concern and will be monitored.</p> <p>HT to meet with families whose attendance causes concern.</p> <p>Termly attendance sheets sent home. Sheets colour coded to indicate –green good/ yellow warning/red needs to improve.</p> <p>One hour of office time each week dedicated to attendance.</p> <p>Help with the cost of breakfast club for families who struggle to get to school on time – incentive to be in. Breakfast provided.</p>	<p>Children who attend school regularly make better progress.</p> <p>Evidence shows that children who attend school make better friendships; take more ownership in their learning; are more confident and have greater independence.</p>	<ul style="list-style-type: none"> • Time dedicated towards attendance will ensure that letters are sent out at the first sign of a concern. • Scrutiny of registers will show that attendance is improving. • Fewer red attendance sheets. 	<p>£200 Cost to cover admin</p> <p>£1000 Approx. cost of breakfast club</p>	<p>Ongoing throughout the academic year.</p>
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<p>D) Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.</p>	<p>Coffee and Tea with the SLT</p> <p>2 open afternoons every term</p> <p>2 parents' evenings every term</p> <p>Parent Workshops held every year. Focus changes every year to ensure that maths, reading, spelling and writing skills are covered.</p> <p>Welcome to Year ... parent meetings to inform parents about the year ahead.</p> <p>KS2 diary system to encourage communication.</p> <p>Open door policy at the beginning and end of school day to ensure that staff are accessible to parents.</p>	<p>Inviting parents in for a cuppa and a chat in an informal setting may make them feel more welcome than in more formal situations. The informal setting will hopefully remove any barriers.</p> <p>Parent workshops to share teaching methods, skills and knowledge will provide parents with the skills needed to support their children at home as some parents struggle with the challenge of the curriculum.</p> <p>Offering two open afternoons and two parents' evenings per term will ensure that parents are able to come into school at a time that suits them.</p> <p>Children who a) complete homework to a high standard every week b) read regularly at home and c) attend all booster sessions make better progress than children who do not.</p>	<ul style="list-style-type: none"> • Yearly planner in place. • Early notification to parents about important dates/meetings will ensure that parents are able to re-arrange work commitments and arrange child care. • Parent questionnaires will show that staff are accessible and that parents feel welcome and valued in the school. 	<p>SLT</p> <p>Staff</p> <p>£200 Refreshments</p> <p>Cover of SLT by TA3 so no supply needed</p> <p>Workshops delivered by teaching staff</p>	<p>Ongoing throughout the year</p>

<p>E) Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.</p>	<p>Work with local community to invite people into school from a range of occupations to talk about their starting points and how they got to be where they are now.</p> <p>Personalised learning targets will ensure that all children will experience success.</p> <p>Introduction of a new topic based curriculum with stunning starts and fantastic finishes will inspire the children and motivate them to learn.</p> <p>Encouraging the children to take part in school life – holding down positions of responsibility - will build self-esteem and develop leadership qualities which will help in later life.</p> <p>Visit to a local university – inspire our children to aim high</p>	<p>Pupils do not often have the opportunities to experience links with businesses apart from what they may experience at home. As young people are becoming more and more responsible for their own futures at an ever lowering age it is becoming more of a responsibility for Primary schools to give pupils guidance and opportunities to start to make informed decisions on their aspirations and futures.</p> <p>Introducing a more creative, topic based curriculum will hopefully engage the children in their learning so that are enthusiastic and are keen to discover more.</p> <p>Taking on roles of responsibility at an early age will develop self-esteem, build leadership qualities and encourage greater independence – all of which will serve children well in later life.</p> <p>Visiting a local university as a Y6 class will enable all of our children to experience a university campus and may inspire them to aim high. Many PP children will never have the opportunity to visit a university and it can seem to be a 'stretch too far' for many PP children.</p>	<ul style="list-style-type: none"> • Children questionnaires will show that they feel valued. • Children will have a voice – school council/ eco-council/Tea@2 • Children will be seen to have an important role in the running of the school e.g. eco council, reading buddies, recyclers, fruit monitors, sports leaders etc. 	<p>A Hymers Staff</p> <p>£200 Cost of badges, certificates etc.</p> <p>£300 Cost of a coach to a local university</p>	<p>Summer 2020</p>

<p>F) Our parents will become more aware of the dangers/negative outcomes for children who spend too much time online and will become more vigilant of their children's use of the technology. Our children will fully understand the dangers of online activity and fully recognise the appropriateness of their postings/videos. Our vulnerable families will feel supported with parenting worries/challenges of family life today.</p>	<p>Introduce eAWARE throughout school – an online programme that explores all aspects of E-Safety – inbuilt assessments flag up any risky behaviour – activities address issued raised.</p> <p>Continue to run an annual E-Safety assembly to keep parents informed about concerns/issues.</p> <p>Use the newsletter and website to publicise new safeguarding information on APP information to help keep parents informed.</p> <p>Continue to explore E-Safety at the beginning of every term.</p> <p>Reach out to families who appear to be struggling – offer informal support initially and then signpost them to external agencies who may be able to help.</p>	<p>Evidence suggests that children are more at risk than ever of CSE and online bullying. Internal questionnaires with the children highlight the fact that many of our children still do not recognise the dangers when playing online. Many consider chats whilst gaming to be with friends –they have never met these people, but firmly believe they are who they are.</p> <p>We have several incidents a year of children not wanting to come to school following falling out online whilst at home – this impacts on their emotional well-being and their ability to learn.</p> <p>Following E-Safety assemblies, many parents express their concerns when school shares their worries with them – a large % of our children access APPS that are too old for them and play games that are 18s.</p> <p>Some of our children are very tired coming into school and appear disengaged. One child has fallen to sleep on more than one occasion. When questioned he says that has spent the night gaming and had little sleep.</p> <p>Our catchment area is growing and more of our families are now living in areas of deprivation and are struggling financially. They are also struggling with their children's challenging behaviour and with getting them to school on time.</p>	<ul style="list-style-type: none"> • Completed comment sheets following E-Safety Assembly • Scrutiny of assessment tasks after each eAWARE module. • Families who receive Early Help will not be moved up to CIN. • More of our families will access Early Help and support from different agencies. • Fewer incidents of parents reporting fallings out following unkind messages or comments made during gaming. • Parental feedback during Coffee and Tea with SLT 	<p>A Hymers S Naylor (IT lead) Teaching staff £900 costs of eAWARE</p>	

<p>Gi) All of our children to understand the importance of following/living a healthy life style.</p>	<p>Invest in a class set of scooters to encourage more of our children to be physically active – a different approach to physical activity than traditional games.</p> <p>Health and Nutrition to be covered through DT.</p> <p>Invite in Healthy Living Team into school to work both with our children and then with families.</p> <p>School Council to set up and run a Healthy Tuck Shop.</p> <p>KS1 children have an hour of PE a week. KS2 children have 2 hours of PE.</p> <p>Daily Mile Track in place.</p>	<p>All children have the right to enrichment and experiences outside of the classroom. By subsidising the cost of the many different clubs on offer we are ensuring that cost is not preventing some children from participating.</p> <p>Our Rec and Y6 heights and weights checks show that a large number of our children are overweight and extra-curricular club registers show that many of these children do not take part in sporting activities.</p> <p>Active children are healthier and happier.</p> <p>Self-esteem is impacted by weight</p>	<ul style="list-style-type: none"> Registers will show greater attendance of PP children at sporting clubs Higher % of PP families attend the workshops at school delivered by the Healthy Living Team Children ‘forget’ their PE kits less Healthy Tuck shop will prove to be a popular venture 	<p>A Hymers</p> <p>£500 to supplement the costs of children attending extra-curricular clubs</p> <p>£100 to cover the cost of spare P.E. kits so children are able to take part in class PE.</p> <p>£100 to supplement the cost of Healthy Tuck Shop</p> <p>£100 a year towards maintaining scooters</p>	<p>Summer 2020</p>
<p>Gii) To ensure pupils have access to the wider school curriculum and enriching learning activities.</p>	<p>Subsidise children with PGL for residential trips/enrichment activities e.g. follow on brass</p>	<p>All children have the right to enrichment and experiences outside of the classroom.</p> <p>By subsidising the cost of these trips we will ensure that all children, regardless of their circumstance, receive a fully rounded and enriched experience of education.</p>	<ul style="list-style-type: none"> Planned through a reputable travel company. LA advice sought re risk assessments and insurance. Children’s feedback. All Y6 children will attend PGL irrespective of cost. 	<p>A Hymers</p> <p>£400.00 to cover follow on music lessons</p> <p>£700 to cover the cost of the annual PGL holiday</p> <p>£300 to cover costs of class trips.</p>	<p>Summer 2019</p>
			<p>Total expenditure: £37, 873 (PP budget £28, 020) shortfall taken from school budget (£9, 853)</p>		