



**LADYMOUNT**  
Catholic Primary School

## Pupil Premium Strategy

The Pupil Premium funding is money sent to school based on the numbers of children in school who are currently eligible for 'Free School Meals' or who have been eligible in the last six years.; children who are or who have been looked after; children whose parents are currently serving in the Armed Forces.

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve attainment of disadvantaged pupils and to help overcome barriers to learning.

As a school, we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress in order to reach age related expectations as they move through the school. Once age related expectations are met, we always continue to extend learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure that they are having an impact achievement.

1. Summary Information					
<b>School</b>	Ladymount Catholic Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£49820	<b>Date of most recent review</b>	Sept '19
<b>Total number of pupils</b>	278	<b>Number of pupils eligible for PP</b>	37	<b>Date of next internal review of this strategy</b>	July '20

2. Attainment, Progress and Impact		
Key Stage 2	Attainment July 2019 Pupils eligible for PP – (8 pupils)	Attainment July 2019 Pupils not eligible for PP
% achieving ARE in Reading, Writing and Maths	63%	71%
% Achieving ARE in Reading	88%	78%
% Achieving ARE in Writing	75%	83%
% Achieving ARE in Maths	75%	83%

<i>Key Stage 1</i>	<i>Attainment July 2019 Pupils eligible for PP – (6 pupils)</i>	<i>Attainment July 2019 Pupils not eligible for PP</i>
% achieving ARE in Reading, Writing and Maths	16.7%	83.7%
% Achieving ARE in Reading	33.3%	93%
% Achieving ARE in Writing	16.7%	88.4%
% Achieving ARE in Maths	16.7%	86%
<i>Year 1 Phonics</i>	<i>Attainment July 2019 Pupils eligible for PP – (5 pupils)</i>	<i>Attainment July 2019 Pupils not eligible for PP</i>
%	40%	71.4%
<i>FS2 Good Level of Development</i>	<i>Attainment July 2019 Pupils eligible for PP – (4 pupils)</i>	<i>Attainment July 2019 Pupils not eligible for PP – (4 pupils)</i>
% of pupils leaving F2 with a good level of development	50%	72.4%

<b>3. In-school Barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Oral language skills are lower for Pupil Premium children in F2 and KS1. This impacts on reading and social interaction and slows progress in subsequent years.
<b>B.</b>	PP pupils, have emotional issues, which have a detrimental effect on their academic progress and their social interactions.
<b>C.</b>	In the last academic year, Pupil Premium children attained less well than other children at all three exit points,.

<b>4. External Barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Some parents face significant challenges parenting some PP pupils, poor behaviour and fractured relationships result for some PP children.
<b>E.</b>	Some parents face significant challenges parenting some PP pupils, especially with regard to

<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success Criteria</b>
	Improved rates of progress and attainment for Pupil Premium children in End of Key Stage Assessments 2020	Positive Progress measure for Pupil Premium children Attainment to exceed previous year's results
	Improved rates of progress and attainment for Pupil Premium children in Reading, Writing and Mathematics across the school	The rates of progress and attainment for Pupil Premium children to increase since previous academic year and last Exit Point
	To ensure that children with emotional issues are adequately supported to allow for them to progress in their learning	Children receiving support to attain and progress at a faster rate than they did previously

<b>6. Planned expenditure</b>					
<b>Academic Year</b>	2019-20				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To reduce class sizes and enable teaching in year groups and not mixed classes. Impact on progress and attainment.	Additional part time teachers in Years 3 /4 and 5/6	Evidence tells us that additional teachers have greatest impact, improving standards for all raises outcomes through Quality First teaching.	Pupil Progress reviews and self-evaluation processes are in place to ensure implementation is effective.	NT	Termly Pupil Progress meetings

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted interventions, tracked and measured regularly will reduce barriers to learning for PP pupils and improve attainment and progress.	Additional TA Hours to provide evidence based, tracked interventions	The gaps in knowledge, understanding and skills are reduced. The pupil: adult ratio is reduced which increased attention for groups/individuals.	Pupil Progress reviews and self-evaluation processes are in place to ensure implementation is effective.	NT	Termly PP meetings
Interventions to support the social and emotional well-being of the pupils will reduce barriers to learning for PP pupils.	Training and resourcing ELSA	Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions may focus on the ways in which pupils work with (and alongside) their peers, teachers and family.	Evaluations, staff and pupils. Pupil progress meetings.	NT / HC	Termly reviews

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.	Subsidised residential trips and extra-curricular activities	Attendance figures are high. Children's self-assessment indicates good attitudes. Participation in sport is proven contribute to healthy lifestyle.	Monitored by class teachers	NT	July 2019
For children to have accessed a diverse curriculum that has developed a love of learning in all pupils and reduced barriers to learning.	Whole school curriculum project Summer 2020	The approach to learning is proven to engage learners and to reduce barriers to learning.	Review / evaluation of project	NT	July 2020

<b>7.</b>		<b>8. Review of expenditure</b>			
<b>Previous Academic Year</b>		2018-19			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	

To reduce class sizes and enable teaching in year groups and not mixed classes. Impact on progress and attainment.	Additional part time teachers in Years 3 /4 and 5/6	The use of additional teachers has narrowed the gap between PP and non PP children in all year groups.	This is a good use of PP funds	£15,197.00
Targeted interventions, tracked and measured regularly with reduce barriers to learning for PP pupils and improve attainment and progress.	Additional TA Hours to provide evidence based, tracked interventions	The use of additional TA hours to deliver targeted interventions has narrowed the gap between PP and non PP children in all year groups.	This is a good use of PP funds	£19,171.00
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Interventions to support the social and emotional well-being of the pupils will reduce barriers to learning for PP pupils.	Relax Kids	The feedback from pupils and parents / carers has been positive.	Moving forward staff members within the school will be trained to deliver interventions that will support the social and emotional well-being of the pupils	£1,355.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.</p>	<p>Subsidised residential trips and extra-curricular activities</p>	<p>This has enabled pupils to access a wide range of enhancement activities developing the cultural capital of the school.</p>	<p>This is a good use of funding and will continue in 2019-20</p>	<p>£5,000</p>
<p>For children to have accessed a diverse curriculum that has developed a love of learning in all pupils and reduced barriers to learning.</p>	<p>Ignite TSA Zoo project.</p>	<p>The approach to learning engaged learners developing a botheredness. All learners have benefitted from the highly motivating approach, feedback from the wider community about the impact of the project has been very positive.</p>	<p>This approach to learning will be further developed within school and applied to future learning throughout the curriculum.</p>	<p>£10,000</p>