Pupil Premium Strategy 2021 -2022

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					
School	Ladymount Catholic Primary School				
Academic Year	2021-22	Total PP budget	£61,680	Date of most recent review	Nov2021
Total number of pupils	265	Number of pupils eligible for PP	28	Date of next internal review of this strategy	July 2022

2. Attainment, Progress and Impact		
Key Stage 2	Attainment July 2021 Pupils eligible for PP	Attainment July 2021 Pupils not eligible for PP
% achieving ARE in Reading, Writing and Maths	6.25%	62.76%
% Achieving ARE in Reading	34.8%	77.24%

% Achieving ARE in Writing	21.88%	75.86%
% Achieving ARE in Maths	21.88%	77.93%
Key Stage 1	*Attainment July 2021 Pupils eligible for PP*	*Attainment July 2021 Pupils not eligible for PP*
% achieving ARE in Reading, Writing and Maths	25%	48.48%
% Achieving ARE in Reading	37.5%	60%
% Achieving ARE in Writing	37.5%	50.77%
% Achieving ARE in Maths	37.5%	64.62%
Year 1 Phonics	*Attainment July 2021 Pupils eligible for PP*	*Attainment July 2021 Pupils not eligible for PP*
%	20%	66.6%
FS2 Good Level of Development	*Attainment July 2021 Pupils eligible for PP*	*Attainment July 2021 Pupils not eligible for PP*
% of pupils leaving F2 with a good level of development	33.3%	62.5%

3. **In-school Barriers** *(issues to be addressed in school, such as poor oral language skills)*	
A.	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.	PP pupils, have emotional and resilience difficulties which have a detrimental effect on their academic progress and their social interactions.
C.	In previous academic years, Pupil Premium children attained less well than other children at all three exit points.

4. **External Barriers** *(issues which also require action outside school, such as low attendance rates)*	
D.	Some parents face significant challenges parenting some PP pupils such as behaviour issues thus resulting in fractured relationships.
E.	Some parents have been directly affected by Covid 19 (family illness, personal illness, work implications etc).

5. Desired outcomes *(Desired outcomes and how they will be measured)*		Success Criteria
	Improved rates of progress and attainment for Pupil Premium children in End of Key Stage Assessments 2022.	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 social, emotional and mental health issues are adequately supported to allow for them to progress in their learning.	Children receiving support to attain and progress at a more positive rate than they did previously Metacognition and self regulation encouragement via effective feedback (staff/self/peer assessment)

6. Planned expenditure					
Academic Year	2021-22				
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.					
i. 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?**

Raised engagement, attainment and progress in core subjects.	Training provided for staff to use PIVATS and engagement model. Coaching pairs introduced to share good practice. Timetabled balance data input slots allocated to encourage TA-teacher communication and accuracy. Further training upon using balance as a feedback.planning tool.	Evidence tells us that good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning, is the first step in reducing underachievement. Using Balance as a feedback and planning tool will identify gaps in curriculum content. Using PIVATS will identify further gaps, particularly when using PIVATS speaking/listening assessment. Thus developing competent oracy in academic and social development. Flexible timetabling makes for more manageable learning opportunities, allowing for (and in line with evidence), children with the greatest needs being supported by the most experienced staff.	Pupil Progress reviews and self-evaluation processes are in place to ensure implementation is effective. Pupils will show progress by moving through the PIVATS steps. This will also be inputted on Balance where links to National Curriculum content is apparent. Children will develop metacognition and self regulation strategies through accessing support with greater independence.	NT/HC	Termly Pupil Progress meetings
ii. **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?
Targeted interventions, tracked and measured regularly will reduce barriers to learning for PP pupils and improve attainment and progress.	Use PIVATS for speaking/listening. Use 'Genius Hour' to raise engagement for writing. TAs to use PIVATS as assessment tool for PP children and to use such to support feedback to teaching staff in order to assess using 'Balance' and the 'Engagement Model' (where appropriate).	Evidence (such as the EEF toolkit) tells us that the following offer high impact at low cost. All based on extensive research. - Metacognition and self-regulation - Feedback - Oral language interventions - Targeted intervention should be brief and regular	Pupil Progress reviews and self-evaluation processes are in place to ensure implementation is effective. Pupils will make progress by moving through the PIVATS steps for speaking and listening. This will also be inputted on Balance where applicable to National Curriculum objectives. Pupils will show progress in engagement and metacognition by using the 'Genius Hour' project for writing. Pupils will show progress in spelling and mathematical thinking using 'spelling frame' and 'maths frame' with independence. Targeted interventions will be timetabled creatively to	NT/HC	Termly PP meetings

			ensure that pupils with the greatest need are supported by staff with most experience.		
Interventions to support the social and emotional well-being of the pupils will reduce barriers to learning for PP pupils.	Use the engagement model language (where appropriate) to support children's development in 'learning to learn', alongside interventions such as 'bend don't break' interventions where appropriate to increase resilience in disengaged learners with low self-esteem.	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. Skills taught during these sessions should be translated into daily life and highlighted by staff. Simply teaching a skill alone will not show enough impact, practising and modelling such will support the child's self-regulation (in line with the EEF toolkit).	Evaluations, staff and pupils. Pupil progress meetings.	NT / HC	Termly reviews

iii. 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?**
Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.	Subsidised residential trips and extra-curricular activities Parent participation and feedback opportunities eg: coffee mornings etc.	Promoting and monitoring attendance is crucial in ensuring positive development of the whole child. Participation in sport is proven to contribute to a healthy lifestyle. Participation in creative extra curricular activities boost self-esteem. Parent's being invited to take part in school development proves highly beneficial in parental and moral engagement in the development of the child.	Monitored by all staff.	NT	July 2022
	Whole school curriculum project Summer 2022	The approach to learning is proven to engage learners and to reduce barriers to learning.	Review / evaluation of project	NT	July 2022

7.	8. Review of expenditure				
Previous Academic Year		2019/20-2021			
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)		**Cost**
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 ⅘.				£15,197.00
ii. Targeted support					
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)		**Cost**
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.				£19,171.00
Interventions to support the social and emotional well-being of the pupils	Training and resourcing ELSA.				

will reduce barriers to learning for PP pupils.				
iii. Other approaches				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning.	Subsidised residential trips and extra-curricular activities.			£5,000
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.			£10,000