

Pupil Premium strategy 2019 – 2020 – including our planned spending

Our vision for Pupil Premium

As our vision echoes, we are striving for our Pupil Premium children to be prepared for life and their next steps in learning. Through our vision and strategy, we aim for children to have aspiration and hope for their future and possess the skills needed for their next steps. Providing life experiences, excellent teaching, and a consistent learning journey, is at the heart of what we do at St Catherine's and we support all children to fulfil their potential. *Eliminating the achievement gap between children from a Pupil Premium (PP) background is one indicator of our success in achieving this.* We are building partnership with families and external agencies to give our Pupil Premium children the very best start in life.

Research and experience inform us that excellent teaching and a consistent learning journey is the key to success for all our children – including those children entitled to Pupil Premium funding. Excellent teaching includes:

- ✓ Strong subject knowledge
- ✓ Quality models for children to learn from
- ✓ Purposeful classroom environment and enabling children to be positive and resilient
- ✓ Providing good quality feedback

We also provide any additional provision for groups or individual children to ensure all they all achieve.

What are the general barriers to learning for the Pupil Premium children who attend St Catherine's?

We have identified 5 areas that are barriers for our Pupil Premium children and factors that contribute to them not yet performing as well as their non-pupil premium peers.

These are:

1. To experience a **consistent curriculum** within their learning journey at St Catherine's and high quality teaching
2. **Oracy** and language development
3. **Resources** to access all of the curriculum – including physical resources to support maths and reading resources to develop language acquisition
4. Opportunities and experiences to learn and be supported **outside the classroom and at home**
5. To be **ready** and eager to learn and understand the **value** of learning and its role in the 'big picture'

Therefore, some of the Pupil Premium money is allocated to a whole school strategy to ensure all Pupil Premium children reach their potential. This is based on a range of information including: the knowledge of our children and families, our demographics, trends and data over time, research and whole school priorities. This strategy targets whole school improvement as well as the varied needs of individual children and year groups.

We have further identified specific areas that we can improve from our 2018 – 2019 Pupil Premium strategy:

- We must improve our support for pupil premium children working at greater depth – particularly in writing and maths
- The attainment gap between KS1 pupil premium children and non-pupil premium children is closing but not rapid enough
- Early support in EYFS and year 1 must be prioritised to close the gap between pupil premium children and non-pupil premium by the end of year 2
- Attendance strategies need to be swiftly applied for rapid improvement
- The tracking and monitoring of Pupil Premium children must be systematic
- The Pupil Premium 'Action Plan' is monitored rather than the spending strategy. Monitoring the spending strategy will be more effective as spending and provision can react quickly (if and when needed)
- 'Non-core' subject leaders will be expected to plan and track improvement for Pupil Premium children in the same way as core subjects. Subject leaders must target key pupil premium areas in all subjects to diminish the difference across the curriculum and beyond (developing the whole child and character)
- Planning and allocating some spending proportionally for year groups was not a successful strategy
- The 'voice' of PP children needs to be collected systematically and then acted upon
- The monitoring of PP children will be devolved to ensure breadth and depth (whilst ensuring clear lines of accountability). For example, via subject leaders and more than one member of the senior leadership team
- The 'guarantee of experiences' list must be closer matched to the curriculum and also include a greater breadth of cultural opportunities to develop character (this is a list of experiences that a child at our school will definitely have before they leave in year 6)

We have addressed these areas in this years' planned spending 2019 - 2020. We have a robust and vigorous tracking and monitoring system to ensure the needs of our children are being met and progress is being made.

How much is the allocation at St Catherine's for the period stated?

Total number of pupils on roll	345
Approximate % of school population who are PPG	20% (68)
Total indicative amount of PPG money allocated to our school	£90,160
Total PPG money planned to be spent	£90,160

How will we measure the impact of our Pupil Premium funding?

- Learning walks and monitoring to ensure excellent teaching
- Data analysis – including comparing pupil premium and non-pupil premium children
- Pupil, parent and staff voice
- Progress in books
- Progress against *key performance indicators* (KPIs)'s in our planned spending
- Pupil progress meetings
- Weekly focus on different year groups of pupil premium children
- Provision is adapted based on monitoring (E.G evidence of training adapting to reflect on the needs of our pupil premium children and staff)
- Training reflects the needs of the staff and children
- Governor visits challenge staff and record accountability

Allocation of planned spending and actual spending for 2018 – 2019					
Barrier	Key initiatives to support overcoming the 5 barriers for our PP children	Actions including research and rationale	KPI to monitor the impact of the provision in place	Cost (£)	Actual impact and monitoring throughout the year (including spending)
1	Curriculum stability	<p>Since September 2018, Hertfordshire Council changed our intake from one and a half form entry to a two form entry school. During our period of expansion, we have allocated a substantial amount of the Pupil Premium money to facilitate a 2 form entry school (until we have increased our numbers). Our numbers are increasing and our ambition is to be over-subscribed – some year groups are currently 'full'. During the period September 2018 to July 2019 30 new children started in various year groups. By having single aged classes, we can deliver a consistent curriculum for our Pupil Premium children in all areas. By 'chopping and changing' from some single and some mixed aged classes, the learning journey for our Pupil Premium children is not consistent nor curriculum consistent year on year. Additionally, by having a mix of single and mixed aged classes, we run a risk of families leaving (as happened in previous years). We have developed our curriculum to ensure appropriate coverage, pitch and progress. Impact: since 2016 – 2017, we have taught maths in single-aged year groups and the consistent journey is evident in the results of all children meeting the expected standard– including Pupil Premium. <i>Smaller classes has also resulted in teachers having more time to give quality feedback to our PP children +8 months progress. Mastery approach +5 months (EEF). NFER: What are the most effective ways to support disadvantaged pupils' achievement?</i></p>	<ul style="list-style-type: none"> - Guaranteed progression of skills and knowledge year on year (via one page overviews) - Lessons build on prior learning and skills - Achievement of our pupil premium children is improving - Reduce or eliminating the achievement gap between children from a Pupil Premium (PP) background and those who are not in all subjects 	46,151	
1	Training and teacher collaboration to support and develop excellent teaching and learning	<p>Training for all staff: 'teacher trios'. A collaborative approach to teacher development rooted in professional development and a learning culture. All teachers will receive high quality internal teacher development and learn from each other in professional and supportive environment. Excellent teaching is at the heart of what we do at St Catherine's and we support all children to fulfil their potential. Research and experience informs us that excellent teaching and a consistent learning journey is the key to success for all of our children – including those children entitled to Pupil Premium funding. Excellent teaching includes:</p> <ul style="list-style-type: none"> ✓ Strong subject knowledge ✓ Quality models for children to learn from ✓ Purposeful classroom environment; enabling children to be positive and resilient ✓ Providing good quality, relevant feedback 	<ul style="list-style-type: none"> - Teaching and learning is excellent in all classes and year groups and the monitoring activities support this - Teachers meet the needs of pupil premium children - Teachers can articulate the needs of their PP children including support that is in place to meet these needs at any given time - Reducing and eliminating the achievement gap between children from a Pupil Premium (PP) background and those who are not - Progress in books is evident 	4500	

		<p>✓ Training and opportunities to work collaboratively (and with external professionals and peers) provided to support teaching and learning</p> <p><i>Our research has included: What Makes Great Teaching? Review of underpinning research 2014: Durham University, CEM and Sutton Trust, Metacognition and self-regulation +7 months progress Education Endowment Fund (EEF), Paul Dix 'When the adult changes everything changes', Feedback +8 months progress (EEF). 'STEPS' training – embedding a therapeutic approach to behaviour. Dylan William lecture referencing the power of self-reflection and need for improvement. NFER: What are the most effective ways to support disadvantaged pupils' achievement? School cultures and practices: supporting the attainment of disadvantaged pupils</i></p>			
1,2,3, 4, 5	Therapeutic approach to behaviour and support	<p>We aim to 'grow' positive behaviours for our PP children so they can self-regulate and achieve. We aim for them to want to make the right choices to prepare them for life and life long learners. The SLT were trained as tutors summer term 2019. Whole school INSET September 4th 2019 and built on previous CPD (Paul Dix) and all staff trained in our approach.</p> <p><i>Our research has included: Metacognition and self-regulation +7 months progress Education Endowment Fund (EEF), Paul Dix 'When the adult changes everything changes', 'STEPS' training from summer 2019. NFER: What are the most effective ways to support disadvantaged pupils' achievement? Mental Health and behaviour in Schools November 2018.</i></p>	<ul style="list-style-type: none"> - Our behaviour policy is effective, and all support is resulting in improved behaviours - Staff confident in using a therapeutic approach and understand why we are creating this culture - Children are happy in school 	2000	
2	Oracy training and development	<p>Whole school oracy development is a priority. Further to our work with 'School 21' (specialist school), all staff will receive appropriate internal and external training and embed a range of opportunities for children to speak for different purposes and audiences. Teachers and leaders will ensure oracy development is on the whole school action plan as well as on all action plans for all subject leaders: 'how will oracy be developed in their subject area?'</p> <p><i>Oracy intervention is low cost and adds 5+ months progress (EEF).</i></p>	<ul style="list-style-type: none"> - PP children have opportunities to speak for a range of purposes - Grammatically correct spoken language is used - Vocabulary choices are at least in line with their peers and age appropriate expectations - PP children are confident when speaking for different audiences. - PP children transfer oral language into their written work 	1,000	
2	Early support in Early Years	<p>We have identified that our Pupil Premium gap is not closing fast enough by the end of KS1. We aim to redevelop our EY environment - including areas that promote developing language (e.g. the role-play area). We will also teach a mastery approach to maths. The 5 principles of counting underpin our mastery approach to teaching. The needs of the children will reflect in the provision provided (underpinned by our internal document 'why we teach the way we do in EY'. Provision will include communication and language support - including the intervention 'Wellcom'</p> <p><i>Communication and language development +6 months, effective play based learning +5 months. Early number approaches +6 months (our mastery approach). Early literacy approaches + 4 months. Play based learning +5 months (EEF).</i></p>	<ul style="list-style-type: none"> - all children display the characteristics of effective learning - role play matches the interests of the children as well as key reading books - Children are confident in their learning and can express their understanding - Improved outcomes for PP children in EYFS and KS1 (2020 – 2022) 	2500	

2	Developing a love for reading from Early years to Year 6	We aim for all children to develop a love for reading. Our literacy leader has a strategy to support all our children – and specifically PP children to develop this love for reading (resulting in improvement). <i>Building an Outstanding Reading School (Oxford School Improvement)</i>	<ul style="list-style-type: none"> - Reading achievement in line with non-PP peers and above national averages - PP children to want to read and read regularly 	1200	
3	Maths resources that support the mastery approach	We deliver our maths mastery approach through the government approved scheme: Maths No Problem'. By working in collaboration with other schools as part of the government funded 'Maths Hub Matrix' we have shared best practice whilst verifying our internal judgements. The Mastery approach and resources support our Pupil Premium children because they provide consistent models and embed using physical resources. <i>Mastery teaching can add up to 5+ progress (EEF).</i>	<p>Pupil Premium children will:</p> <ul style="list-style-type: none"> - be able to explain their understanding - know how to use the resources that support the learning in any given lesson - use age appropriate vocabulary - have improved outcomes - enjoy maths 	1,000	
1	Training to support external reading volunteers	We guarantee that all our PP children are heard to read by a trained adult at least twice a week (at least once by the class teacher and by an external volunteer that has been trained appropriately to support learning). This happens for at least 2 terms. <i>EEF research indicates that reading comprehension can lead to +6 months progress and phonics +4 months progress.</i>	<p>Pupil Premium children will:</p> <ul style="list-style-type: none"> - be able to explain their understanding when asked during a reading session - use and understand age appropriate vocabulary - have improved outcomes - read for pleasure and can talk positively about the books they are reading 	600	
5	Nurture and counselling support	Mental health and wellbeing is of utmost importance. Additionally, children who are not ready to learn will not maximise their progress. Building character and supporting the whole child <i>Effective social and emotional support can add up to 4+ months' progress (EEF). NFER: What are the most effective ways to support disadvantaged pupils' achievement? Unlocking Talent, Fulfilling Potential – a plan for improving social mobility through education. The SDBE – Developing Church of England Education. Mental Health and behaviour in Schools November 2018.</i>	<p>Targeted children make progress socially and emotionally. Indicators include:</p> <ul style="list-style-type: none"> - they are settled and happy outside of class and in the playground - PP children display positive learning behaviours 	8000	
1, 5	Attendance	The attendance lead will drive lead improvement and monitor the impact on the attendance of our pupil premium families.	<ul style="list-style-type: none"> - Attendance is in line with the rest of the school - Attendance is above 95% for all Pupil Premium children - Attendance improves for our Pupil Premium children - Persistent cases of absenteeism reduce - Families feel supported in trying to get their child to school 	1200	
1, 4, 5	Breakfast club, wrap-around care and any clubs outside of school hours	We have allocated funding to support families to improve attendance. We have also allocated funding so children have access to the same opportunities as all non-pupil premium families.	<ul style="list-style-type: none"> - Attendance improves - Families tell us that the support is benefitting them - Pupil Premium children attend clubs at least in line with non-pupil premium children 	2500	
4	To access experiences outside the classroom to see the 'big picture'	All children will have a planned 'experience journey' whilst at our school. This guarantee of experiences helps support their character development, aspirations and cultural experiences. <i>Unlocking Talent, Fulfilling Potential – a plan for improving social mobility through education. The SDBE – Developing Church of England Education</i>	<ul style="list-style-type: none"> - A 'things you will do at St Catherine's list is embedded into the curriculum - All children attended all of the expected activities and trips 	3000	
1, 5	Free school meals	We allocate money to ensure all children can afford school dinners – families who are in need but not FSM.	<ul style="list-style-type: none"> - Children are healthy in school 	2000	

1, 2, 3, 4, 5	Training and resourcing of Project Based approach – including curriculum ‘hook’ events to motivate and engage the children and exhibition support to develop oracy.	In line with our vision, we strive to contextualise learning that inspires our Pupil Premium children and prepares them for the world they live in. <i>Whole school visit to School 21 and striking a working partnership, Leaders visiting Hartsholme Academy in Lincoln, www.learningfutures.org; Working Matters guide by the Paul Hamlyn Foundation; www.hightech.high.org; www.edutopia.org/pbl-research-learning-outcomes; An Ethic of Excellence by Ron Berger; CPD delivered by David Price OBE. Outdoor learning indicates +4 months progress (EEF).</i>	Pupil Premium children will: <ul style="list-style-type: none"> - be engaged in their learning - take an active role in an exhibition - produce work across the curriculum that is at least at age related expectation 	1800	
1, 2, 3	Intervention, group and 1:1 support (including training needed to deliver the intervention)	In addition to our commitment to excellent teaching, sometimes there is a need for targeted support and intervention. The vast majority of support is inside the classroom (early bird classes before school). Research indicates that +4 months can be expected when intervention is in place (group sizes do not exceed 5 pupils). The evidence also indicates that most improvements were seen for lower attaining pupils and the cost is moderate for the progress gained. These interventions will be in place to support the needs that we have previously identified (for example ‘Wellcomm’ to develop language and oracy) as well as target specific year groups and their needs (including as they arise). <i>EEF indicates that when Learning Support Assistants work with teachers collaboratively then the impact is greatest. We ensure this with intervention being put in place with a clear and coherent rationale and communication with all parties involved and the impact consistently monitored</i>	<ul style="list-style-type: none"> - Pupil progress meetings identify individual needs and suitable provision - Improved learning outcomes - Intervention and support is adapted and stopped when appropriate through consistent monitoring 	5,000	
1, 2, 3, 4, 5	Subject leaders target Pupil Premium children in their subjects	All subject leaders to identify and target the needs of PP children in their subject. Subject leaders given an ‘uplift’ of 20% in the individual budgets they submitted, This to reflect the 20% of PP children we have on role. When needed, the curriculum is modified to meet the needs of our children.	<ul style="list-style-type: none"> - All subject leader action plans identify pupil premium children and how they are being targeted and why - All subject leader action plans to monitor the impact of their planned spending and provision - The curriculum overviews are adapted and meet the needs of the cohort 	4500	
	Prayer spaces	We will develop ‘prayer spaces’ and reflection areas to provide a quiet zone for children to reflect on an issue. This will give children time and space to develop their own thoughts and ideas about themselves and the world around them. <i>Unlocking Talent, Fulfilling Potential – a plan for improving social mobility through education. The SDBE – Developing Church of England Education.</i>	<ul style="list-style-type: none"> - Children can express themselves and their considered opinions - At least 6 per year set up at various 	300	
1, 2, 3, 4, 5	Effective leadership of Pupil Premium provision and robustly meeting the needs of all pupils	SLT to ‘check in’ with pupil premium children regularly and systematically. This will support the emotional wellbeing of the child and be another layer of support for class teachers. This will ensure the needs of the pupil premium children are met.	<ul style="list-style-type: none"> - Improving outcomes for PP children - Effective use of pupil premium grant - Provision has changed and been adapted swiftly to ensure the needs of PP families are met 	3000	
TOTAL SPEND:				90,251	
NET			0	-91	