

## Pupil premium strategy statement - St Cecilia's Catholic Infant & Nursery School 2019-20



### 1. Summary information

<b>School</b>	St Cecilia's Catholic Infant and Nursery School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£31,680	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	July 2020

Pupil premium pupils for 2018-2019 will include pupils recorded in the April 2018 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address any inequalities identified between them and their non pupil premium peers. It is for schools to decide how the additional funding is spent and part of the accountability for this is to publish spending and impact on the school's website. At St. Cecilia's Catholic Infant & Nursery School we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children and their progress enables us to provide opportunities that best match the needs of the child.

### Key Stage One Data

	School 2018	Pupil Premium 2018	School 2019	PP School 2019
<b>Reading</b>	68%	67%	77%	80%
<b>Writing</b>	63%	53%	75%	70%
<b>Maths</b>	80%	73%	75%	70%

### Phonics Data

	School 2018	Pupil Premium 2018 (8)	School 2019	School PP 2019 (10)
<b>Year 1</b>	75%	75%	69%	50%

### EYFS (End of Reception Data)

	School 2018	Pupil Premium 2018	School 2019	PP 2019
<b>Good Level Of Development (GLD)</b>	67%	43%	67%	33%

### 2. Barriers to future attainment (for pupils eligible for PP)

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

<b>A.</b>	Improve outcomes in Reading for PP children in EY's
<b>B.</b>	PP children perform less well than their NPP peers in the Phonic Screening check which impacts on attainment in reading and writing
<b>C.</b>	PP children perform less well than their NPP peers in reading
<b>D.</b>	Social and emotional needs of some PP children are affecting their ability to access the curriculum and make progress and for some children this has a detrimental effect on their academic progress.

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

<b>E.</b>	Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress
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### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved % of children including PP achieving ARE+ in Reading at the end of <b>Reception</b>	Most PP children will show progress in terms of reading attainment
<b>B.</b>	Higher rates of attainment in <b>Year 1</b> for PP children in the Phonic Screening Check	Improved out comes from PP starting points in phonics and the phonic reading check
<b>C.</b>	Higher rates of attainment at ARE+ across <b>KS1</b> for PP children for reading	Improved out comes from PP starting points. Develop life-long enjoyment and confidence around reading.
<b>D.</b>	PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well.
<b>E.</b>	Increased attendance rates for PP children.	Reduce the number of persistent absentees among PP children

### 4. Planned expenditure

**Academic year**      **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.

#### i. Quality of teaching

<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>
A.Improve % of PP children at ARE in reading in <b>Reception</b>	'Quality First Teaching' Parents/carers invited into school for support with skills of reading Small focus/intervention groups Further staff training for Talk Boost	Parents supported to mirror methods used in school.  This approach enables targeted support to ensure progress and appropriate challenge for all pupils. Improve outcomes	EY'S lead to over see  Monitoring of practice and data analysis by EY'S lead. Staff review meetings held regularly to evaluate groups and individuals. Progress meetings Learning walks	EYFS Lead  Class Teachers PP Lead	Formative assessment  Termly tracking or after programme

<p>B. Higher rates of attainment in <b>Year 1</b> for PP children in the Phonic Screening Check</p>	<p>Initial parent/carer meeting to share ideas on how to support children. Further workshops for parents to work with their child using ICT/games and to highlight the use of phonics in reading and writing 'Quality First Teaching' Targeted support/small focus groups</p>	<p>Parental support has an impact on children's learning when parents/carers feel confident in their own skills</p>	<p>Phonic Lead teaches in Year 1 and will lead and evaluate. Literacy lead will monitor phonic in Year 2</p> <p>Progress meetings Learning walks School Improvement Support</p>	<p>Phonic Lead</p> <p>Class Teachers Literacy Lead Assessment Lead Learning Mentor</p>	<p>On-going</p> <p>Formative assessment As per Monitoring Plan Half-Termly assess</p>
<p>C.PP children to make improvements in reading outcomes from their starting points in KS1</p>	<p>'Quality First Teaching' Targeted support/small focus groups for phonics Frequent readers Talk Boost Programme A2Z Write Voice 21 Oracy Project Speaking, Listening and Communication Mark</p>	<p>Formative assessment used sharply to inform planning and provide support /challenge.</p> <p>A focus on provision and evaluation of current practice</p> <p>CPD</p> <p>Raise profile of reading and foster an excitement around books</p>	<p>Monitoring by Assessment/ Literacy Lead</p> <p>Progress meetings Learning walks School Improvement Support</p>	<p>P.P. Lead Assessment Lead Class Teachers Lit Lead Learning Mentor</p>	<p>Formative assessment As per Monitoring Plan Half-Termly assess</p>

D.Social and emotional needs are identified and children are given support to develop strategies to improve resilience.	<p>Focused provision, interventions and curriculum provision</p> <ul style="list-style-type: none"> <li>-Learning Mentor</li> <li>-Seedlings Therapist</li> <li>-financial support for vulnerable families for breakfast, after-school and holiday club.</li> <li>-Play Therapy</li> <li>-Lego therapy</li> <li>-Thera-play</li> <li>-Swimming</li> <li>-Sign Language</li> <li>-African Arts project</li> <li>- visits/visitors</li> </ul>	<p>Children will access high quality opportunities with some specialist staff, to improve and develop their confidence, self-esteem and ability to manage feelings</p> <p>Communication skills will improve and well-being will be impacted through enriching experiences.</p> <p>Identified children will have access to whole class/ group or individual time with therapist.</p>	<p>Monitoring by Class Teacher, P.P Lead/Assessment Lead</p> <p>Pupil voice</p> <p>Evaluation of pupil's wellbeing and attitudes to learning</p>	<p>PP Lead</p> <p>Class Teachers</p> <p>Teaching Assistants</p> <p>Therapist</p>	<p>Half-Termly or After programme delivery</p>
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**ii. Targeted support**

<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>
A.Improve % of PP children at ARE in reading in Reception	<p>Early talk boost intervention</p> <p>Focus on vocabulary</p> <p>Early phonic intervention</p> <p>Elklan training (Speech / Lang &amp; Communication prog)</p> <p>Training for Wellcomm Prog – speech and language early assessment /intervention tool</p>	<p>To improve attention and listening, vocabulary, story-telling, building sentences and conversation skills through a structured intervention programme</p>	<p>Monitoring of practice and data analysis by EY's lead and assessment lead</p> <p>Staff review meetings held regularly to evaluate groups and individuals.</p>	<p>EY's Lead</p> <p>Lit Lead</p> <p>EY's staff</p>	<p>At the end of the programme</p> <p>On-going evaluation</p>

<p>B. Higher rates of attainment in <b>Year 1</b> for PP children in the Phonic Screening Check</p>	<p>Purchase of LEXIA programme- personalised learning Improved communication with parents/carers on support required for children Small group focus A2Z Write Elklan training (Speech / Lang &amp; Communication prog)</p>	<p>Improved involvement and consolidation of phonics at home. Personalised learning Data and feed-back from class teachers demonstrates the programme has a positive impact on children's progress</p>	<p>Workshops through year  Monitoring and tracking of data. Tracking of progress and attainment Feedback between Learning Mentor and class teachers.</p>	<p>Phonics Lead Class teachers  Learning Mentor</p>	<p>At the end of the programme. Half termly</p>
<p>C. PP children to make improvements in reading outcomes from their starting points in KS1</p>	<p>Purchase of LEXIA programme- personalised learning Frequent Readers Reading Buddies Focus days/events around reading Regular use of school library Evaluation of quality of home reading books Elklan training (Speech /</p>	<p>Data and feed-back from class teachers demonstrates a personalized approach works very well for targeted children. Raised profile around reading for enjoyment with quality books</p>	<p>Monitoring, tracking and feedback between Learning Mentor and class teachers.</p>	<p>Lit lead Mr Fitzsimmons</p>	<p>Half termly</p>
<p>D. Social and emotional needs are identified and children are given support to develop strategies to improve resilience.</p>	<p>Focused provision, interventions and curriculum provision Learning Mentor -Seedlings Therapist -financial support for vulnerable families for breakfast, after-school and holiday club. -Play Therapy -Lego therapy -Thera-play -Swimming -Sign Language -African Arts project - visits/visitors</p>	<p>Children will access high quality opportunities with some specialist staff, to improve and develop their confidence and self-esteem. Communication skills will improve and well-being will be impacted through enriching experiences.</p>	<p>Pupil voice. Tracking outcomes of focused provision.</p>	<p>PP Lead and class teachers</p>	<p>Half-termly After programme delivered</p>

**iii. Other approaches**

<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>
E.Increased attendance rates for PP children.	Learning Mentor to work with children and families to remove barriers to learning. Home visits	Learning Mentor to be involved in addressing issues around attendance and punctuality eg sleep and routine, tracking data, meetings with parents.	Learning Mentor to be involved in family meetings and lead on EHAT's where appropriate.	Head teacher / PP Lead /Learning Mentor	Weekly Half termly Full review Summer 2020