

Pupil premium strategy / self-evaluation – Our Lady Catholic School

1. Summary information					
School	Our Lady Catholic Primary School Hitchin				
Academic Year	2020/21	Total PP budget	£27,555	Date of most recent PP Review	Oct 20
Total number of pupils	179	Number of pupils eligible for PP	19 (Incl PCLA)	Date for next internal review of this strategy	Oct 21

1.1 Attainment for the end of Key Stage 2 2018/2019 (6 Pupils)			
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)	
		School	National
Proportion of pupils in Y6 eligible for PP	1/34		
% achieving at least expected standard in Reading	100% (1 pupil)	91.3%	-
% achieving at least expected standard in Writing	100% (1 Pupil)	85.2%	-
% achieving at least expected standard in Maths	100% (1 pupil)	88.3%	-
% achieving age related attainment or above in reading, writing & maths.	100% (1 pupil)	82 %	-

1.2 Progress for end of Key Stage 2 2018/2019 (6 Pupils)		
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
Progress score for Reading	100% (1 pupil)	-
Progress score for Writing	100% (1 pupil)	-
Progress score for Maths	100% (1 pupil)	-

2. Barriers to future attainment (for pupils eligible for PP) 2020/21		
Academic barriers		
A.	Social and emotional barriers due to lack of time spent in school with peers, lack of structure/routine and the unmet emotional needs which manifests itself in social difficulties.	
B.	Writing attainment and progress low	
C.	Missed education due to Covid-19 – Considerable gaps in children’s learning	
Additional barriers		
D.	<p>Little or no opportunities for enrichment opportunities outside of school due to low family incomes</p> <p>Families unable to provide uniform and resources due to low income</p> <p>Children and families receiving input from Children’s Services and external agencies.</p> <p>Covid-19 has added additional financial pressures to household with many families losing one or both parents income</p>	
3. Intended outcomes		Success criteria
A.	Staff to identify individuals barriers to learning so specific needs can be targeted through extra support and quality first teaching	All staff plan for and address individual children’s barriers to learning and ensure gaps are ‘plugged’
B.	Provide support for emotional needs both for families and for individual children	Children fully involved in the curricular opportunities available and children’s behaviour in line with school expectations
C.	Gaps in children’s learning to be quickly identified and adaptations to the curriculum made in order for children to ‘catch up’ and get ‘back on track’	Curriculum matches the needs and abilities of all children (taking into consideration school disruption due to Covid-19) and children make good progress by filling gaps in learning.

D.	Provide funded extracurricular opportunities for PP children to ensure access	Children participate in visits and additional enrichment activities
E.	High rates of progress and attainment in Writing to narrow the attainment gap	Standards and progress in tests/assessments in line with non PP – the gap with non PP diminishes

4. Planned expenditure

Academic year

2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Staff to identify individual's barriers to learning in subjects where they are underachieving.</p> <p>Staff to identify gaps in children's learning resulting in missed education (Covid-19)</p> <p>Purchase Herts for Learning 'Back on Track' package to support gaps in children's education. (EY/KS1/KS2)</p>	<p>Personalised support provided to overcome individuals barriers to learning</p>	<p>Due to small numbers of PP children who each have individual, complex needs, a personalised approach for each child is required.</p> <p>Children have spent up to 4 months out of school. Some have accessed little to no home learning and therefore the missed curriculum must be caught up on.</p>	<p>Teachers will regularly review PP children's progress and gaps in learning.</p> <p>PP lead will monitor provision and support</p> <p>Termly Pupil Progress meetings with HT and KS leader</p> <p>Staff to access 'Back on track' training to support the implementation of the program.</p>	<p>CT HT SLT PPL</p>	<p>Termly – In line with Pupil Progress meetings/Lesson observation</p>
<p>Targeted 1:1 support</p>	<p>All PP children to make progress in line with their peers</p>		<p>SENCo & PPL to monitor interventions for pupils.</p> <p>Teachers to target children for additional support during pupil progress meetings</p>	<p>CT SENCo PPL</p>	<p>Termly – In line with Pupil Progress meetings</p>

Total budgeted cost					£
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide support for emotional needs both for families and individual children	Children's well-being is prioritised in order to support learning	Children learn most successfully when their emotional and social needs are met.	On-going monitoring – liaison with support services Individual daily plans to support continuity and ensure predictability for pupils. Specialist SENCo TA appointed to work with children across the school.	HT SENCo PPL SLT	Termly – In line with Pupil Progress meetings
Provide individual support for children's barriers in writing through additional support / Interventions.	Targeted PP children make progress in line with their peers.	Due to small numbers of PP children who each have individual, complex needs, a personalised approach for each child is required	PP children targeted and CT to meet with parents. PP will be tracked through pupil progress meetings. Senior Leaders will implement Phonics and grammar interventions across KS1 and KS2	PPL CT TA SLT	Termly – In line with Pupil Progress meetings
Provide a magazine subscription for targeted PP children to improve engagement in reading and writing. Implement a weekly intervention to support this.			PP lead to liaise with parents and meet with children to select the magazine. Senior Leader to lead a writing intervention and provide additional small group support in grammar	PPL CT TA SLT	
Total budgeted cost					£
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Funding to be provided for PP children to access after school clubs and breakfast club	All PP children to have equal access to enrichment opportunities during and after school	Children benefit from curriculum enrichment activities – they fuel ideas	School business manager and PPL to meet with PP families termly to discuss financial support. Record kept of children's attendance to clubs and trips	BM PPL	Termly
Funding to be provided for PP children to attend school trips/workshops					
School uniform to be funded for PP families	Remove the anxiety from parents by providing financial support on compulsory school uniform		School business manager and PPL to meet with PP families termly to discuss financial support	BM PPL	Termly
Total budgeted cost					£

5. Additional detail



