

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

1. Summary information					
<b>School</b>	Our Lady Catholic Primary School Hitchin				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£25,340	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	221	<b>Number of pupils eligible for PP</b>	16 (Incl CLA)	<b>Date for next internal review of this strategy</b>	Sept 19

1.1 Attainment for the end of Key Stage 2 2017/2018 (3 Pupils)			
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)	
		School	National
<b>Proportion of pupils in Y6 eligible for PP</b>	<b>3/34</b>		
<b>% achieving at least expected standard in Reading</b>	<b>100% (3 pupils)</b>	<b>85%</b>	<b>75%</b>
<b>% achieving at least expected standard in Writing</b>	<b>67% (2 pupils)</b>	<b>59%</b>	<b>78%</b>
<b>% achieving at least expected standard in Maths</b>	<b>100% (3 pupils)</b>	<b>94%</b>	<b>76%</b>
<b>% achieving age related attainment or above in reading, writing &amp; maths.</b>	<b>33% (1 pupil)</b>	<b>56%</b>	<b>64%</b>

1.2 Progress for end of Key Stage 2 2017/2018 (3 Pupils)		
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
<b>Progress score for Reading</b>	<b>-2.71</b>	<b>0.31</b>
<b>Progress score for Writing</b>	<b>-6.04</b>	<b>0.24</b>
<b>Progress score for Maths</b>	<b>-2.81</b>	<b>0.31</b>

<b>2. Barriers to future attainment (for pupils eligible for PP) 2018/19</b>		
<b>Academic barriers</b>		
<b>A.</b>	Current y4 and y6 classes have 9/16 of the PP cohort for 2018/19	
<b>B.</b>	Unmet emotional needs which manifests itself in social difficulties	
<b>C.</b>	Barriers evident for 50% of pupils in maths	
<b>Additional barriers</b>		
<b>D.</b>	<p>Little or no opportunities for enrichment opportunities outside of school due to low family incomes.</p> <p>Children and families receiving input from Children's Services and external agencies.</p>	
<b>3. Intended outcomes</b>		<b>Success criteria</b>
<b>A.</b>	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>B.</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
<b>C.</b>	High rates of progress and attainment in Maths to help narrow the attainment gap	Standards and progress in tests/assessments in line with non PP – the gap with non PP diminishes
<b>D.</b>	Provide funding extracurricular opportunities for PP children to ensure access	Children participate in visits and additional enrichment activities
<b>E.</b>	Recognise when English as an additional language presents as a barrier to learning.	All staff plan for the needs of EAL children and minimise the barrier to accessing new learning.

#### 4. Planned expenditure

Academic year

2018/2019

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?
Staff to identify individuals barriers to learning in subjects where they are underachieving	Personalised support provided to overcome individuals barriers to learning	Due to small numbers of PP children who each have individual, complex needs, a personalised approach for each child is required	Teachers will regularly review PP children's progress and gaps in learning. PP lead will monitor provision and support Termly Pupil Progress meetings with HT and KS leader	CT HT SLT PPL	Termly – In line with Pupil Progress meetings
Targeted 1:1 support	All PP children to make progress in line with their peers		SENCo & PPL to monitor interventions for pupils. Teachers to target children for additional support during pupil progress meetings	CT SENCo PPL	Termly – In line with Pupil Progress meetings
<b>Total budgeted cost</b>					£14,340

##### 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?
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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	HT SENCo PPL SLT	Termly – In line with Pupil Progress meetings
<b>Total budgeted cost</b>					£5,000

### 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	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					
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
<b>Total budgeted cost</b>					£6,000

### 5. Additional detail



