

Pupil premium strategy statement: St Nicholas of Tolentine

School name	St Nicholas of Tolentine
Pupils in school	165
Number and proportion of disadvantaged pupils	78 (47%)
Pupil premium allocation this academic year	£112,200
Academic year or years covered by statement	2019-22
Publish date	20 December 2019
Review date	
Statement authorised by	Hilary Dunford
Pupil premium lead	Hilary Dunford
Governor lead	Frank Toner

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.9
Writing	-3.3
Maths	-5.7

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	36% (all 32%)
Achieving high standard at KS2	0%

Key Stage Two SATs results 2019	ALL	PP
Cohort	28	11
% achieving in reading, writing and maths	32%	36%
Progress score in reading	-2.6	-4.9
Progress score in writing	-2.0	-3.3
Progress score in maths	-3.9	-5.5

Barriers to future attainment (for pupils eligible for PP, including high ability)

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

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| A. | Low self-esteem resulting in poor behaviour choices |
| B. | Poor oral language skills with limited understanding of a wide range of a vocabulary |
| C. | Not being a fluent reader, which can impact on the learning of our curriculum. |
| D. | Low emotional resilience |

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

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| E. | Attendance (punctuality) |
| F. | Lack of educational experiences |
| G. | Safeguarding concerns impacting on social skills, emotional well-being and resilience. |
| H. | Parents are less engaged in the academic aspects of learning |

Teaching priorities for current academic year

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>
A.	Reading, writing and maths outcomes for PP are improved in every year group (Expected and greater depth)	Baseline data September 2019 (KS2 national 65%)
B.	Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%) and punctuality is significantly improved	PP attendance 95.6% PP persistent absence 11.3%
D.	Children's emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved scores and exclusion remain low.

E	Children feel safe and can learn because their needs are met by QFT	Children with SEND, (including those with SEMH) have their needs met and they make good progress because the appropriate assessments and interventions are in place
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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 wider school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.	HLTAs provide release time for teachers so that high quality mentoring and coaching modes can be implemented	<p>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers</p> <p>32% of pupils achieving expected is below national in RWM (65%). The school has mostly brand new teachers the quality of teaching is too variable</p>	<p>SCIFF bid is in place by CLF which is monitored for the DfE.</p> <p>Interim Management Committee (IMC) monitors progress and impact regularly (please refer to SDP)</p>	HD	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Increase subject knowledge and confidence of staff planning and teaching whole class phonics in EYFS and KS1.	Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training & to purchase fully decodable books in the early stage of reading. B&C	<p>EEF phonics + 4 months (Phonics)</p> <p>New members of staff and failure to meet National standard in previous years</p>	An external expert has worked with school staff to carry out as baseline audit and will continue to monitor and measure impact of collaboration.	JW/AC	Termly assessments of pupils in R and Y1 by phase
Train and empower all staff to meet the language learning needs of all their pupils leading to	Training and support to develop teachers' assessment, planning and preparation for children with EAL.	<p>EEF + EAL</p> <p>Lower starting points for EYFS and new arrivals. Data informs that the gap continues through the school.</p>		CW	

improved outcomes in reading and writing.	Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff. All year groups to implement appropriate strategies for improving the teaching of vocabulary. B&C	Low vocabulary levels are a consistent factor for EAL/ disadvantaged pupils across the country. Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.			
Total budgeted cost					£4000

Targeted support (interventions)					
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?
Improved personal, social and emotional physical development across EYFS	Small group play work B&C	EEF + 5 months (Oral language and early years intervention) Lower starting points for EYFS. Data informs that the gap	.	NB	Term 2, term 4 and term 6
Improved outcomes for phonics screening in Y2 as priority and then Y1.	Small group phonics intervention at KS1 B&C	EEF phonics + 4 months (Phonics) Identified as not being on track to achieve phonics screening (40% at the end of Y1). Successful intervention for progress in previous years.	Ongoing training for LSA. Termly assessment	AC	Termly

<p>Attendance for PP will be above national and the percentage of PP children identified as persistently absent or late will reduce</p>	<p>Attendance and behaviour mentor to lead strategies. Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance.</p> <p>Analyse individual attendance on a weekly basis to ensure quick intervention. Regular communication about punctuality and attendance in newsletters.</p>	<p>Every child matters – ‘attendance is the single most influential factor on achievement’ Attendance data showed PP group were lower last year so needed targeted support</p> <p>This targeted strategy has proved successful in the past closing the attendance gap</p> <p>Narrowing the attainment gap - Daniel Sobel FSM children are twice as likely to be persistently absent.</p>	<p>Data on attendance monitored by Attendance and behaviour on a weekly basis and quality assured by EWO</p> <p>Impact shared termly with Safeguarding and Achievement teams/IMC</p>	<p>CA</p>	<p>EWO meetings</p>
<p>Children are supported emotionally</p>	<p>One to one or individual support. THRIVE practitioner</p> <p>On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group. A&D</p>	<p>EEF + 5 months (Social and emotional interventions) Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>THRIVE approach Every child needs to feel valued, involved and appreciated. If</p>	<p>Clear line management in Safeguarding and Achievement teams team and target children monitored in pupil progress meetings</p>		<p>Term 2, term 4 and term 6</p> <p>Weekly updates on VPT</p>

<p>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Support for pupils with SEHM difficulties. One to one or small group support for all pupils on a pastoral support plan or identified mental health difficulties.</p> <p>Continuous provision for unstructured spaces by Lead learning mentor to support break & lunchtimes</p> <p>Training and support for school meals supervision assistants. Games and activities will be planned and set up using Playpod resources. Zoned areas of the playgroup will support those with different needs.</p>	<p>EEF + 5 months (Behaviour interventions) High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.</p> <p>Beacon – Behaviour support for schools: How to improve behaviour on playgrounds at lunchtime. Many children simply don't know how to interact appropriately with each other on the playground.</p>	<p>Pastoral support plan monitoring. Pupil and teacher voice. Record of behaviour incidences</p>	<p>CA</p>	<p>Termly</p>
Total budgeted cost					£97,200

Wider Strategies					
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?
Children with severe SEMH needs can succeed in mainstream school	Subscription to the Nest to cater for children at risk of PEX. Advice & training for staff A&D	10% of children have SEMH difficulties and are on SEN register. 75% of children based on whole class THRIVE screenings are not secure in their social and emotional development. Identified children in Y6 need support with transition to secondary schools. Supported transitions proved successful last year.	Referral to the Nest identifying needs Thrive assessments Fortnightly review Transition plan	JH	Termly
Children can access enrichment opportunities within school.	Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and sports competitions. Science week activities (All PP students prioritised for sports clubs – Sports premium) F	EEF + 4 months (Outdoor adventurous learning) Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending. Enriching education has significant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.	Clubs and enrichment activities are well run and have very good feedback from parents and children	HD	Term 2, term 4 and term 6
All parents can access learning workshops and	Targeted support for parents to engage and collaborate in	EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement)	Register of attendance Parent voice	JH JCr	Termly End of year report from Maths with

celebration events throughout the school year	learning so they can help their children at home Maths with parents an online programme Family Art Days with children in school.H	Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops	Homework complete across the school		parents including parent & pupil voice
Ensure the most vulnerable have access to provision before school.	Bagel breakfast & healthy snacks for all at breaktime. Subsidised through magic breakfast & fair share. G, A, D &H	EEF + 5 months (Extending school hours) Deprivation indicator shows that families cannot access paid provision.	Register of use	JH	Termly
Total budgeted cost					£44,000
Overall budgeted cost					£145,200

Wider Strategies Challenges	Mitigating Action
Engaging the families	Working closely with the LA and other local schools on cross-school outreach programme.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.