



OUR LADY STAR OF THE SEA
PRIMARY SCHOOL

Pupil Premium 3 Year Strategy Statement (2019-20 to 2021-22)

1. Summary information

Academic Year	2019-2020 2020-2021 2021-2022	Total PP budget	£79,200 (2019-2020)	Date of most recent PP Review	September 2019
Total number of pupils	104 -111	Number of pupils eligible for PP	56 – 60	Date of next PP Strategy Review	September 2020

2. Current Attainment

Based on KS2 2019 Results	Pupils eligible for PP	All Pupils (National Average)
% achieving expected standard or above in reading, writing and maths	72%	65%
% achieving expected standard or above in reading	78%	73%
% achieving expected standard or above in writing	78%	79%
% achieving expected standard or above in mathematics	78%	79%
% achieving expected standard for GPS	89%	78%

3. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
A	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in writing.
B	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Reading.
C	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in maths.
D	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Grammar, Punctuation and Spelling (GPS).
External barriers	
E	Social and emotional difficulties impact on the progress of certain PP pupils
F	Attendance issues impact on performance of some PP pupils (School monitors attendance closely)
G	Arriving in school late and/or without Breakfast

4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	To raise attainment in writing in line with peers	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for writing.
B	To raise the % of PP attaining the standard in reading	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for reading.
C	To raise the % of PP attaining the standard in GPS	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for GPS.
D	To raise the % of PP attaining the standard in Mathematics	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for mathematics.
E	Children work with greater independence. Provision to support children's Emotional issues and problems is embedded in the school.	Monitoring processes show that children are more independent and show resilience when working on challenges and problems. Children feel listened to and have developed strategies to support their resilience.
E	Fewer recorded incidents of unacceptable behaviour	Over time fewer incidents recorded. Fewer children referred to GLC.
F	Attendance for PPG has improved over the year	Increase % of PP children achieving over 90% attendance.
G	Punctuality has improved and children are ready to start work at 8:50am	Increase in % of PP children arriving in school on time and ready to start school work

5. Planned expenditure

i. Quality teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
<p>Improve positive behaviour, resilience and independence across the school. Improved emotional intelligence. Reduction in the number of children attending the GLC.</p>	<p>Staff training in:</p> <ul style="list-style-type: none"> ➤ Positive Behaviour Management' ➤ 'Mindfulness' ➤ Emotional Well-being <p>Quality Teaching First.</p> <p>Emotional Well-being and Resilience Co-Ordinator supporting vulnerable children. School Counsellor support is provided.</p>	<p>Children are not able to learn effectively if they are emotionally distressed or their behaviour is unchecked and unacceptable. In order to ensure that children are mentally and emotionally prepared for lessons. Children will be provided with skills to support them in being resilient, independent learners. Children have strategies to use to support their emotional well-being.</p>	<p>Staff to ensure that weekly identified challenges are set and displayed.</p> <p>Quality Teaching First ensures that appropriate targeted support is in place which enables children to make at least good progress.</p> <p>Planning, lessons and work scrutiny is used to ensure that appropriate targeted support is in place.</p>	<p>AHT EHT</p>	<p>Annually</p> <p>Next review September 2020.</p>
<p>To further raise standards in writing across the school</p>	<p>Embed agreed approaches for the quality of teaching of writing across the curriculum.</p> <p>Staff training. Moderation of writing.</p>	<p>Quality teaching first delivers well-matched, deep and enriching activities to stimulate writing. Children are provided with first hand experiences which provide information, broaden vocabulary and act as stimulus for learning. Children are more able to write and talk about things that they have experienced and have a good knowledge of.</p>	<p>Planning and work scrutiny. Classroom observations of teaching of writing. Literacy Subject leader to support colleagues to ensure quality teaching of Writing. Time provided to monitor implementation and support.</p>	<p>Literacy Subject leader.</p>	<p>Termly</p>
<p>Children are enthusiastic readers. They have very good comprehension skills.</p>	<p>Improve quality and range of reading books and library resources in school.</p> <p>Provide after school Reading Club.</p>	<p>Providing high quality reading materials eg. Books – fiction and non-fiction, comics, magazines ...etc which are attractive and geared towards the children's interests – will engage and encourage reading.</p>	<p>Find out what genres interest pupils. Ensure that teachers use stimulating texts in Literacy – whole class texts, guided reading and story time. Promote reading throughout the year – shared stories, World Book Day, Durham Learning Resources, children working with authors ...etc. Update Library and Reading books – Literacy Co-ordinator to regularly audit resources and carry out 'pupil voice' questionnaires.</p>	<p>Literacy Subject leader. EHT</p>	<p>Termly</p>
<p>Total budget cost: £29,000</p>					

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
Improve progress for pupils who are not meeting ARE.	Weekly small group sessions in Maths and Literacy with additional teachers, in addition to standard lessons.	Provide extra support to accelerate progress. Small differentiated group intervention focusing on basic skills and consolidation of number facts, spellings, grammar and punctuation.	Timetabled intervention support. Teacher to monitor progress. Impact of support overseen by Literacy and Numeracy Subject Leaders. EHT to monitor tracking and receive regular updates of progress. Short notes and support plans written with parents – and reviewed termly.	Numeracy/ Literacy Subject leader.	Half termly. Termly meetings with parents.
Improved progress for more-able pupils in maths.	KS2: Booster sessions – twice a week (after school.) KS1: Additional teacher two days per week.	Additional support and intensive teaching to accelerate and ensure progress. Small group interventions with highly qualified staff have been shown to be effective.	Impact overseen by Maths and Literacy Subject leaders and reported back to Deputy Headteacher and Exec. Headteacher.	Numeracy/ Literacy Subject leader	Half termly.
Improved progress in grammar, punctuation and spelling. Improved quality and quantity of writing.	Additional lesson focus on basic Literacy skills. Increased number of sessions/opportunities to write at length in Literacy and across the curriculum.	Small group interventions – proved to be highly effective. Well-structured and differentiated lessons focusing on needs of targeted children – ensures that pupils receive necessary intervention and support.	Monitoring of planning and evaluation of lessons and children’s work. Tracking of pupils’ progress. Reviews of short notes – targets are regularly updated.	Numeracy/ Literacy Subject leader Class teacher/s	Half termly
Total budget cost: £19,300					

iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
Improved attendance.	Attendance incentives: Certificates, badges and vouchers. Attendance meetings held with parents. Pupils with over 95% attendance receive a trip to the cinema.	Children enjoy receiving rewards – incentives provide an additional motivation and driver. Improved attendance improves attainment – since pupils don't miss valuable stages in their academic development.	Termly 100% attendance rewards given out during end of term assemblies and annual award assembly. % pupils who attend end of year cinema trip has improved from previous year. EHT and Admin to monitor attendance closely – children with poor attendance – parents are sent letters and invited to strategy meetings – targets set.	EHT TF/MW admin.	Half termly.
Improved punctuality and attendance. Improved concentration.	National breakfast Programme – provision of free breakfast for PP children.	Children arrive in school early for Breakfast – improving punctuality. 27.8% reduction in lates – reported Nationally re NSBP. NSBP reported that there was a 22.97% reduction in behavioural incidents after starting NSBP. EEF research shows evidence that in areas of high disadvantage – as a result of breakfast consumption children made on average 2 months additional progress in core subjects compared to schools with no breakfast provision.	Mrs Watt closely monitors Breakfast Club attendance and regularly liaises with Mrs Conroy (Breakfast Club Supervisor). Mrs Watt provides teaching staff with questionnaires regarding impact on lessons related to Breakfast Club attendance. Information collected is feedback to GB.	Mrs Watt	Reviewed termly.
Children are content in school – provided with healthy snacks.	All children are provided with school milk and fruit.	Children perform better when they are not hungry. Milk and fruit are important for healthy diets.	Ensure that Cool Milk supply school with milk for all PP children. Additional fruit is purchased by the school to ensure that all PP children have a daily healthy snack.	EHT Mrs Watt.	Termly

iv. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
Provision of high quality after school experiences and school visits.	Teachers to ensure that lessons and activities are creative and engaging – use of visitors to school or visits to places of interest are used to provide opportunities to stimulate pupils' enthusiasm for learning. Provide a wide range of learning experiences.	Some children have limited experiences on which to draw on to stimulate creative writing or knowledge of the world we live in – the school is keen to give all children quality experiences to support their learning. The more life experiences children have the more they are able to draw upon first hand experiences – children are more likely to change their ideas and understanding of the world they live in through hands on and real life experiences than they are by being given facts.	All staff are required to plan trips/visits/visitors etc. each term to stimulate children's introduction to new topics. EHT oversees clubs, visits and visitors to school.	EHT Subject leaders	Termly.
Positive behaviour Management and Diamond Power	Teachers to ensure that all pupils effectively know and follow school and classroom rules. Use Gem Power to develop: independence, resilience, kindness ...etc. Use of Guidance Learning Centre for unacceptable behaviour.	Minimal classroom disruption. GLC used for children who refuse to follow school rules. This is very effective since children do not like being taken out of their comfort zone. Children are unable to learn if they are in a disruptive environment. All children know and follow school rules and know the consequences if they fail to do so.	Staff regularly reminded of school Behaviour Policy – consistent approach is in place across the school. Monitoring of behaviour around school and in classrooms. Analysis of Behaviour records. Fall in the number of children being referred to GLC.	EHT AHT Class teachers	Termly
Pupil engagement in the creative curriculum.	Provide free additional Music lessons for PPG.	Children are provided with the opportunity to develop their creative side and engage in 1:1 or small group specialised music lessons. This supports emotional well-being.	Work closely with the Music peripatetic staff – monitor progress of PPG. Ensure PP children have opportunity to learn to play a musical instrument if they wish. Engage PPG in additional Music activities – provided opportunities to perform to different audiences.	Music Lead (BR) EHT	Termly
Total budget cost: £24,900					

i. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
All children arrive in school smartly dressed in school uniform.	Parents of pupils starting OLSotS are provided with a free school uniform.	Children wearing a school uniform have a sense of belonging and identity. It also improves discipline and behaviour. Eliminates competition re who has the most expensive trainers, top, ...etc Reduces bullying associated with parents not being able to afford certain clothing. Aids Poverty Proofing of the School.	Introduced during 'Induction Evening' by EHT. All staff to ensure that children are smartly dressed in school uniform – collective responsibility to promote school uniform and to ensure there is no discrimination or bullying.	EHT	Termly.
All children participate in PE.	School to provide all PP children with a free PE kit and winter PE kit.	All children are involved in PE and Sporting activities – there are no excuses for not being able to participate in PE. Children have a sense of belonging and teamwork.	At the beginning of each year children are provided with a PE kit and Winter PE kits. Teachers monitor and ensure that all children participate in PE lessons appropriately dressed.	EHT AHT Class teachers	Termly
Consistency in completing homework on a regular basis. Improvement in the quality of Homework handed in.	Provide all pupils with Homework packs.	If children have all necessary stationery and equipment they have no excuse for not being able to complete homework.	Resources are ordered and TAs set up Homework Packs – all children in the school receive a Homework Pack. KS1 and 2 pupils: receive raffle tickets for completing HW – reward incentives are provided to engage children and parents – to ensure that pupils get into good HW habits. KS2: Teachers keep a record of children completing homework. Any children not handing in HW – teachers to follow up with conversations with parents.	EHT/ AHT	Termly.
Total budget cost: £6000					

