

St Aloysius Catholic Primary School

Pupil Premium Plan 2017-2020

St Aloysius Catholic Primary School Pupil Premium Report

At St Aloysius Catholic Primary School our aim is to ensure that all children fulfil their full potential, achieving the highest standards possible and ensuring greatest possible progress in relation to children’s individual starting points. The Pupil Premium is additional funding provided to schools based on the number of pupils who are eligible for free school meals, are looked after and whose parents are in the armed forces. It is for schools to decide how the pupil premium is spent, since they are best placed to access what provision should be made for the pupils.

Pupil Premium Funding

When starting school some of our children are well below the national expected standard, as a result of limited experiences from birth, often stemming from limited finances and home vulnerabilities. As a school we want to address these gaps and direct our additional funding on a range of resources, interventions, strategies and training for children, parents and staff.

Summary Information		
School St Aloysius Catholic Primary School	LA Knowsley	Archdiocese Liverpool
Pupil Premium Champions Mrs O’Brien/Miss O’Callaghan	Pupil Premium Governor Carroll Hamilton	
Academic Year 2017-18	Total Pupil Premium Budget £169, 900	Date of most recent pupil premium review 2017 SIP Review
Total number of pupils 335 inc Nursery	Number of pupils eligible for PP 123 /37%	Date of next internal review of this strategy July 2018

Current Attainment						
End of KS2 2017	All St Aloysius Pupils	Pupils eligible for PP	Pupils not eligible for PP school	Pupils not eligible for pupil premium National	Gap	
% achieving at least expected standard in reading, writing and maths	52% expected 9% higher	55% expected 14% higher	50% Exp 5% high	70% Exp 12% High	-18% all -15% pp	-3% +2%
expected progress in reading	-0.99	-1.48	-0.49	0.31	-1.17	
expected progress in writing	0.81	-0.94	2.63	0.24	-0.7	
expected progress in maths	-0.83	-1.62	-0.05	0.31	-1.31	

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End of KS2 2019	All St Aloysius Pupils	Pupils eligible for PP	Pupils not eligible for PP school	Pupils not eligible for pupil premium National	Gap
% achieving at least expected standard in reading, writing and maths	65% 14%	60% 11%	77% 11%		
expected progress in reading	+2.0	+2.8	+1.3		
expected progress in writing	-0.3	+0.1	-0.6		
expected progress in maths	+0.6	+0.0	+1.2		

End of KS2 2020	All St Aloysius Pupils	Pupils eligible for PP	Pupils not eligible for PP school	Pupils not eligible for pupil premium national	Gap
No data due to school shut down					

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Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A	Challenging Behaviour
B	Low starting points with limited access to good quality language interaction (Extremely low for some children)
C	Life experiences- due to limited funding/poverty many children do not have access to enrichment opportunities e.g. a trip to the seaside or a journey on a train.
D	<p>Low expectations and aspirations-some children have limited access to adults who are working and therefore are unaware of a variety of career opportunities</p> <p>Poor self-esteem and lack of confidence (parents and children). Parents who have not attended FE/University nor have regular employment. Children have limited access to career possibilities and awareness.</p> <p>Lack of parental understanding of the challenges of the new curriculum and/or awareness of the expected learning and behaviour standards. Children are reluctant to take part in wider school life e.g. extracurricular and positions of responsibility.</p>
E	Immature development socially, emotionally and physically. Children enter school, often, with lack of experience and limited social interaction
F	SEND % of children who are both SEND and PP
External Barriers (issues which also require action outside of school)	
G	Vulnerable Families-mental health issues, domestic violence, poor basic skills, drug and alcohol abuse and lack of parental engagement.
H	<p>Poor attendance and punctuality % of PP on PA and attendance below 95%</p> <p>Parents/Carers who do not work, have less of a requirement for children to attend school than working parents as there is readily available childcare.</p>
I	Traumatic life experiences for example loss of a parent, critical illness
J	Lack of parental support which results in appointments with external agencies being missed
K	Limited experiences beyond the classroom. Pupils who do not engage with enrichment activities, complete family projects, have limited access to technology, attend outside provider clubs and have access to different environments and places which limits their knowledge and understanding of the world

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Outcomes		
Barrier	Desired Outcome	Success Criteria/Evidence
B D E	<p>% of PP pupils attaining national standard in reading, writing and mathematics combined is closer to non PP pupils in school and/or national</p> <p>% of both PP pupils and non PP pupils attaining</p>	<p>Attainment and progress in end of KS2 tests</p> <p>Teachers match work more closely to pupil's needs and ensure the appropriate challenge is in place.</p> <p>Opportunities for PP pupils to work in smaller focused teaching groups</p> <p>Lower attaining pupils receive intensive feedback to allow misconceptions to be addressed quickly and therefore reduce attainment gap</p> <p>Pupils are given high quality written and verbal feedback</p> <p>Lower achieving pupils are involved more in their learning and are willing to participate in class discussion- verbalising their thinking.</p>
A E G H I J	<p>Family support</p> <p>A full time Learning Mentor allows pupils at risk of underachieving due to barriers to learning to access additional mentor support and programmes specifically designed to meet individual needs. Barriers to learning are overcome and children meet age related expectations.</p> <p>A part time Parent Mentor gives parents a specific point of contact should they wish to discuss any issues or problems. Parent Mentor works with local colleges to provide courses for parents and involve them in family learning opportunities.</p>	<p>Pupils have access to a full-time learning mentor who is able to offer targeted support to ensure children can access learning</p> <p>Mentors support the whole family and can address issues which are barriers to learning, for example poor attendance.</p> <p>Parents are involved more with school life and feel valued members of the school community. They have the necessary skills to support their children at home.</p> <p>Effective links with parents/carers aim to reduce the number of missed appointments.</p> <p>Case studies demonstrate improved attendance, progress and attainment</p>

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<p>B E F J</p>	<p>Improved outcomes for PP with SEND to ensure they make reasonable progress from their various starting points Pupils receive targeted group/individual support</p>	<p>Inclusion Manager/Assistant Headteacher works with staff to ensure a Multi-sensory approach to learning and ensures children who require additional support are receiving quality interventions. Pupil: adult ratio is reduced which allows for focused adult support. Staff are aware and understand additional needs of children and are able to plan appropriately to ensure that children make significant progress</p>
<p>G H J K</p>	<p>PP pupils have enriched school experiences; they take part in extracurricular activities, hold positions of responsibility in school and are able to use their experiences to improve aspirations and attainment.</p>	<p>Access high quality learning experiences beyond the classroom PP pupils hold positions of responsibility in school Participation in extra-curricular and life beyond the classroom activities is rewarded, praised and celebrated. Children are able to graduate from Children’s University Raised aspirations and an ‘I can do’ anything attitude. Increased participation and commitment to attend activities Support pupils to attend residential activities/trips and enjoy other experiences in school which may not be able to be afforded by parents/carers</p>

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Planned Expenditure Academic Year 2017-18 Cost allocation £93080					
Desired Outcome	Chosen action/approach	Rationale and evidence	Monitor/Evaluation/ Implementation	Staff Lead	So far:
<p>% of PP pupils attaining national standard in reading, writing and mathematics combined is closer to the % non-PP pupils attaining national standard in Reading, writing and Maths combined.</p>	<p>Targeted support in lessons for PP pupils Book looks/Pupil Voice to focus on PP children Home work Effective Feedback</p> <p>Additional adult support to allow for smaller groupings Release of DHT/AHT and key Senior Leaders to showcase and monitor quality first teaching.</p>	<p>Quality First Teaching is essential to ensure success and improved rates of progress.</p> <p>Intensive small group tuition is highly effective and children (feedback from pupil reviews) say they learn more in small groups and make more progress</p>	<p>Learning walks Book Look Lesson observations Data analysis Feedback from Phase Leader fortnightly monitoring Pupil Voice</p> <p>Staff meeting time to look at effective feedback and marking</p>	<p>Leadership Phase Leaders</p>	<p>Learning walks have been carried out by PTS leader and feedback given back to staff. Autumn cycle of performance management has taken place and feedback given to staff. Book looks for Writing, Maths Topic and RE have been taking place every two weeks- feedback has been given to staff and actions taken on board.</p> <p>Staff decided that to be more effective the marking and feedback policy needed to be slimmed down. A new policy has been agreed by all staff and has been ratified by governors.</p>
<p>Improved outcomes for PP children in maths to ensure % of children reaching expected standard is closer to national</p>	<p>CPD for teachers through the Knowsley Maths Strategy Employ a SLE to support maths leader and to provide specialist support for targeted teachers to support quality first teaching.</p>	<p>Pupil Voice-children have said they learn more and value the instant feedback small groups provide Approaches which allow children to plan, explain and evaluate learning improves standards</p>	<p>Data analysis</p> <p>Pupil Voice Lesson observations CPD records</p>	<p>JP</p>	<p>Performance data has been shared with staff and governors at the standards committee.</p> <p>We are now part of the MW3 Maths hub and Maths lead is working closely with Claire Martin. Claire has modelled lessons in each phase. Maths lead led a staff meeting to</p>

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					introduce timetable rock stars and showed how to set up for their classes. Twilights booked in for next term
Whole school approach to teaching reading and writing through Literacy and Language for KS2 and Talk for Writing Foundation /KS1	<p>CPD opportunities for staff -Consultant to share expertise and team teach</p> <p>Additional resources</p> <p>Targeted approach for reading and writing</p> <p>Quality Feedback and effective planning.</p> <p>WTSA SSIF –staff to attend training and be supported by a specialist leader.</p> <p>Targeted approach for the teaching of writing</p> <p>Reading Plus programme for KS2 children with further targeted work for PP children (funded through Paths ways to Success)</p>	<p>Developing staff is crucial to ensure skills are kept up to date and can be ‘fine-tuned’ to ensure best possible outcomes for pupils. Some staff have moved year groups and will require some additional support.</p> <p>Children have a whole school approach to teaching of reading and writing and can build upon previous learning, skills and understanding.</p> <p>Children have access to a range of online reading material with targeted support for PP children.</p>	<p>Planning</p> <p>Pupil Voice</p> <p>Learning Walks</p> <p>Book Look</p> <p>Lesson Observation</p> <p>Data</p>		<p>Literacy and Language lead has completed learning walks for both English and phonics. She has given feedback to staff and demonstrated 1: 1 phonic intervention for TA’s</p> <p>Talk for writing- new writing scheme bought for KS1- currently being trialled called the Literacy Tree. Staff have commented on how much they and the children are enjoying it.</p> <p>All staff are using VIPERs and the PTS lead has completed a learning walk to look at guided reading throughout the whole school. She gave feedback and staff are currently working on action points.</p> <p>Reading Plus for UKS2 is being used daily and improvements can be seen</p>

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Improved outcomes for higher ability pupils in reading.	Whole school approach to guided reading through Reading VIPERS SLA with Library service Target PP children to be librarians and Reading Buddies with Reception children	Pupil Voice indicated that PP children had less access to books at home and less access to adults to listen to them and support with learning.			Reading buddies has been on going from September- both sets of children are really enjoying the experience.
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Targeted Support £52565

Desired Outcome	Chosen action/approach	Rationale and evidence	Monitor/Evaluation/Implementation	Staff Lead	Impact/way Forward
<p>Improved outcomes for PP with SEND to ensure they make progress in line with other children with SEND</p> <p>Pupils receive targeted group/individual support</p>	<p>Inclusion Manager/Assistant Head teacher to manage and part deliver intervention programmes delivered by Teaching Assistants. Additional Educational Psychologist time allows children to be assessed more rapidly. It allows time for teachers to have small group/1:1 with psychologist to discuss how they can best support the child in class.</p>	<p>Most appropriate for Inclusion Manager to monitor and evaluate approaches. It allows time for her to work more closely with outside agencies and staff.</p> <p>Short periods of intensive support usually have the most impact</p>	<p>Learning Walk</p> <p>Lesson Observations</p> <p>Case Studies</p> <p>Pupil Voice Data</p>	A O'C	<p>Focussed interventions reviewed half termly- see data</p> <p>Ensure staff delivering interventions have received appropriate training.</p> <p>SENCO has worked closely with the EP implementing specific strategies for individual children. Statutory assessments carried out to support EHCP applications</p>
<p>Family support</p> <p>Learning Mentor allows pupils at risk of underachieving due to barriers to learning to access additional mentor support and programmes specifically designed to meet individual needs. Barriers to learning are overcome and</p>	<p>Learning Mentor supports the pastoral and learning needs of vulnerable children.</p> <p>She works alongside the Parent mentor to engage with and support parents who are vulnerable and if appropriate directs them to external agency support.</p>	<p>Support for social and emotional learning aims to improve attainment by addressing these needs which are fundamental to ensure children are ready to learn as opposed to academic and cognitive elements</p> <p>The support may focus on the ways in which pupils</p>	<p>Case Studies with regards to specific issues:</p> <ul style="list-style-type: none"> • Family support • Attendance • Behavioural • Emotional and social <p>Attendance SLA</p> <p>Attendance reports</p> <p>Monitoring by Leadership and GB</p>	B T-C LR	<p>Attendance is improving-</p> <p>Autumn Term- 2018- 95.7% 2017- 95.4%</p> <p>PA is reducing 2018-10.7% 2017- 13.9%</p> <p>Learning mentor is currently working with 24 children 15 of which are PP children</p>

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<p>children meet age related expectations.</p> <p>A part time Parent Mentor gives parents a specific point of contact should they wish to discuss any issues or problems. Parent Mentor works with local colleges to provide courses for parents and involve them in family learning opportunities to enable them to support their children at home.</p>		<p>work with their peers, family and teachers</p> <p>A. Universal offer for all children through Circle Time/assembly.</p> <p>B. Specialised intervention to target specific children and/or families to support social and emotional problems</p> <p>C Whole school approach to support greater engagement.</p> <p>Improved attendance will help to narrow the attainment gap. A child has to be in school to learn.</p> <p>Behaviour interventions help children by providing strategies for classroom engagement.</p> <p>Parents are the first educators of the children and we need to help them with the necessary skills to support their children at home.</p>	<p>Evaluations by mentors</p>		<p>Our parent mentor worked with a number of families. This involved working sometimes 1:1, group situations or as a family. She managed to break down some of the barriers that the families had towards school. She encouraged the families to support school functions and ones organised by the PTA. Through parent voice it appears that working with the parent mentor has improved the parent's health and wellbeing and the children felt that they were enjoying school more.</p>
<p>Improve % higher attaining PP pupils in reading, writing and maths in Y2 and Y6</p>	<p>DHT/AHT/key staff to support/coach Y2 staff. Fortnightly Book Looks to track progress and</p>	<p>Data indicates that with additional support PP pupils could achieve more than expected</p>	<p>Book Looks Lesson Observation</p>	<p>O'OB/CS/FE</p>	<p>The DHT is targeting the HA pupils in reading and Maths and works with them in a small group twice a week</p>

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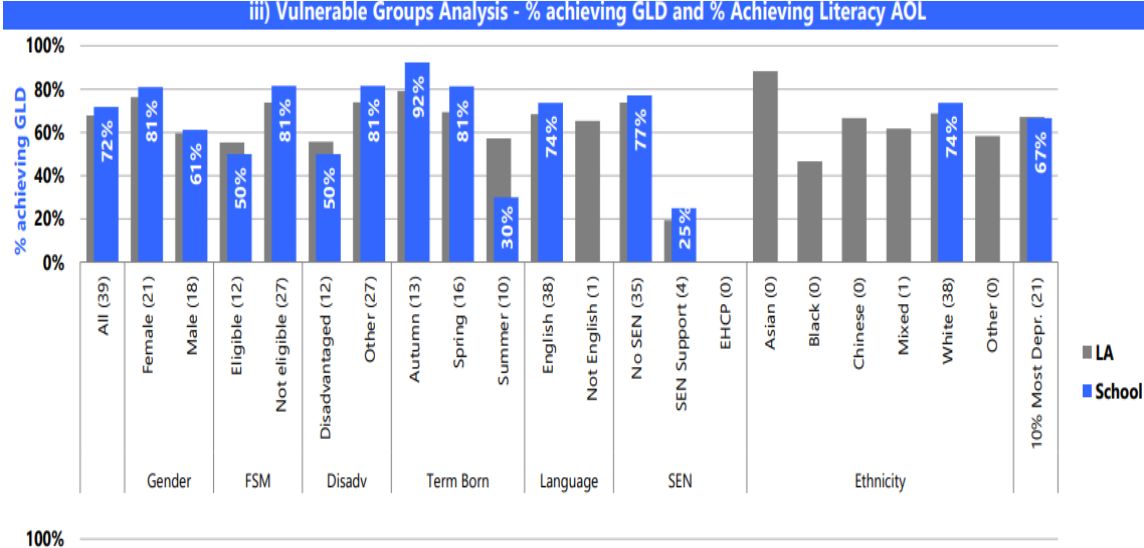
	<p>quickly identify children who need support. Additional small group work with highly experienced teachers</p> <p>Targeted resources Parental sessions Additional after school sessions</p>		End of KS data		The school has offered places for all children to attend KS2 and KS1 booster club sessions																																													
<p>Improved outcomes for lower attaining PP children in Y2 to ensure they reach the expected standard</p>	<p>Targeted support 1:1/small group work</p>	<p>Data analysis has shown that a % of PP children, with additional support, could reach the expected standard and make more than expected progress</p>	<p>Data Lesson Observation Pupil progress records</p>	<p>FE</p>	<p>1st class Number has been used to target lower attaining children – data suggests this has had some effect on performance but staffing needs to be more consistent for this to more effective</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Pupil name</th> <th style="width: 5%;">SEN</th> <th style="width: 5%;">PP</th> <th style="width: 25%;">Entry</th> <th style="width: 20%;">Exit</th> </tr> </thead> <tbody> <tr> <td>Chloe</td> <td></td> <td>Y</td> <td>5yrs 8 months</td> <td>8yrs 8 months</td> </tr> <tr> <td>Bella</td> <td></td> <td></td> <td>6yrs 6 months</td> <td>6 yrs 9months</td> </tr> <tr> <td>Julian</td> <td></td> <td>Y</td> <td>5yrs 9 months</td> <td>8yrs 6 months</td> </tr> <tr> <td>Lily</td> <td></td> <td>Y</td> <td>5yrs 9 months</td> <td>8yrs 6 months</td> </tr> <tr> <td>Evie</td> <td></td> <td></td> <td>5 yrs 6 months</td> <td>6yrs 11 months</td> </tr> <tr> <td>Daisy</td> <td></td> <td>Y</td> <td>6yrs 2 months</td> <td>7yrs 5 months</td> </tr> <tr> <td>Darcey</td> <td></td> <td></td> <td>5yrs 10months</td> <td>6yrs 6months</td> </tr> <tr> <td>Ruby</td> <td></td> <td>✓</td> <td>6yrs 8months</td> <td>7yrs 2 months</td> </tr> </tbody> </table>	Pupil name	SEN	PP	Entry	Exit	Chloe		Y	5yrs 8 months	8yrs 8 months	Bella			6yrs 6 months	6 yrs 9months	Julian		Y	5yrs 9 months	8yrs 6 months	Lily		Y	5yrs 9 months	8yrs 6 months	Evie			5 yrs 6 months	6yrs 11 months	Daisy		Y	6yrs 2 months	7yrs 5 months	Darcey			5yrs 10months	6yrs 6months	Ruby		✓	6yrs 8months	7yrs 2 months
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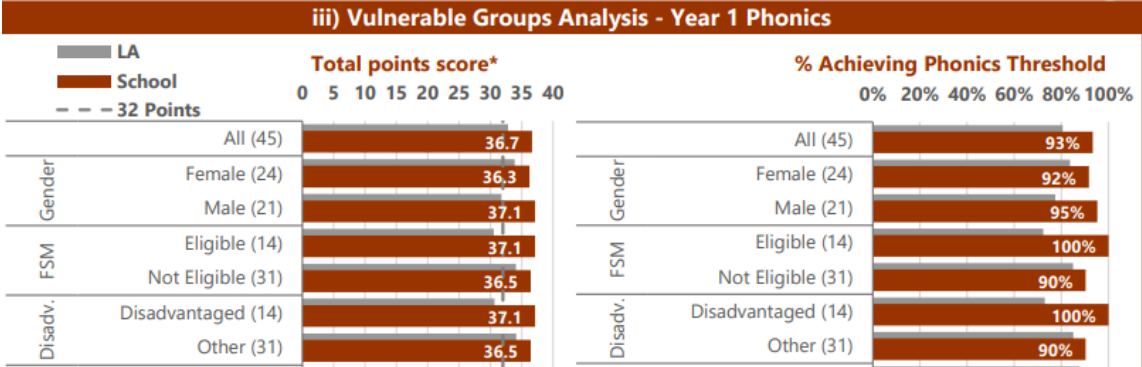
Other Approaches Cost £24200					
Desired Outcome	Chosen action/approach	Rationale and evidence	Monitor/Evaluation/Implementation	Staff Lead	Impact /way Forward
PP pupils have enriched school experiences; they take part in extracurricular activities, hold positions of responsibility in school and are able to use their experiences to improve aspirations and attainment.	PP pupils are targeted for extra-curricular clubs and offered free places on holiday camps. Support for: Trips/visitors Uniform Range of activities part funded by school and PPF: Performing Arts Children’s University Language Service-gifted and talented Spanish group Extra-curricular specialists’ teachers	Participation can stop feelings of isolation and help children develop positive opinions and attitudes towards school and increase self-esteem and confidence. Wide ranges of participation in activities beyond the classroom are linked to increased academic achievement through increased motivation, self-efficiency and belief in oneself.	Attendance registers for extracurricular clubs and camps Pupil Voice Book Looks	Leadership HE	The number of pupils graduating with either bronze, silver and gold has increased for Children’s University – this due to the increased number children attending after school clubs and the increased number of clubs available. This will continue next year.

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EYFS Data



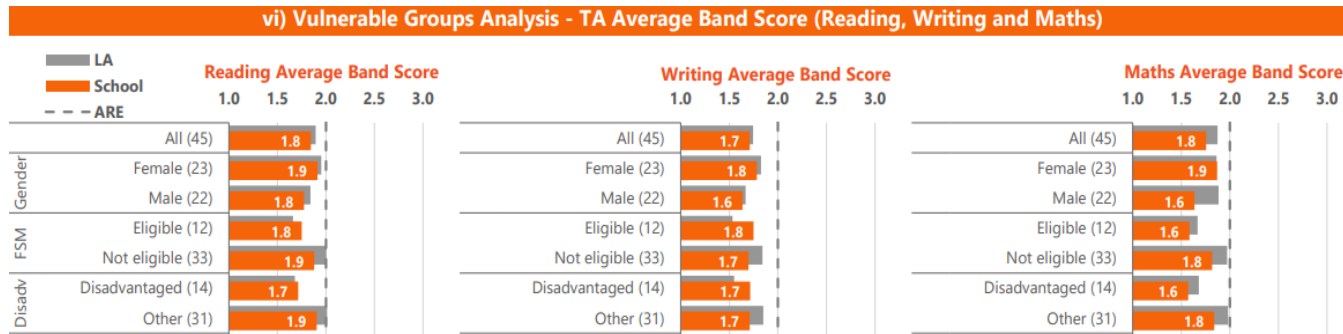
Phonics



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KS1 Data

Indicator	School (45 Pupils)	Comparisons	
		LA	England
% Expected	Reading	76%	72% ↑ 75%
	Writing	69%	65% ↑ 69%
	Maths	67%	72% ↓ 76% ↓
	RWM	62%	61% ↓ 65% ↓

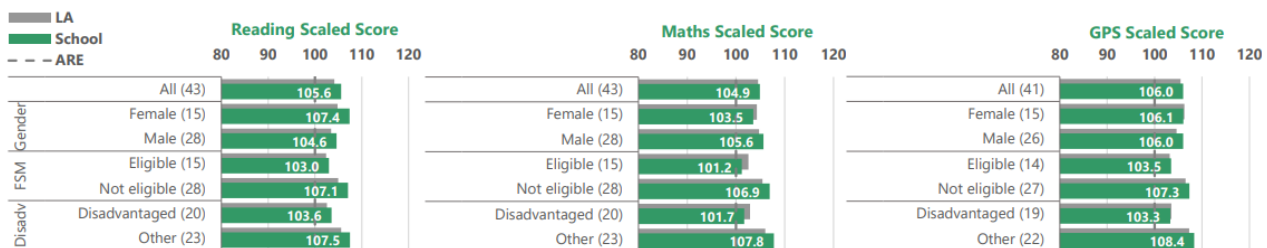


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Key Stage 2 (2019)

St Aloysius Catholic Primary School 1e

v) Vulnerable Groups Analysis - Average Scaled Score (Reading, Maths and GPS)

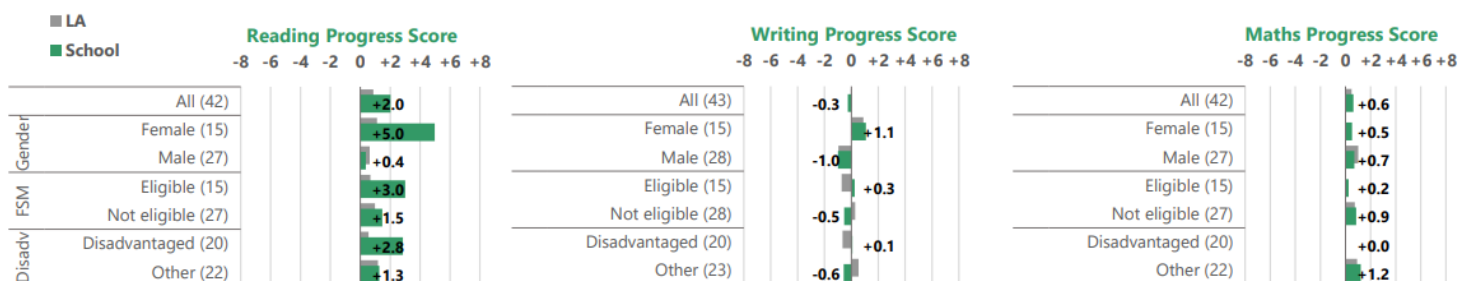


vii) KS1 to KS2 Progress Scores

Indicator		School	Comparisons	
		(43 Pupils)	LA	England
Reading	Test	28%	24% ↑	27%
Writing	TA	16%	16%	20% ↓
Maths	Test	26%	22% ↑	27%
RWM	Test/TA	14%	8% ↑	10% ↑
GPS	Test	23%	31% ↓	36% ↓

Subject	School			Comparisons	
	Average KS2 Scaled Score*	Av. Exp KS2 Score	Progress Score	LA	National
Reading	105.6	103.6	+2.0	+0.9 ↑	0.0 ↑
Writing		101.8	-0.3	0.0 ↓	0.0 ↓
Maths	104.9	104.2	+0.6	+0.5 ↑	0.0 ↑

viii) Vulnerable Groups Analysis - Average Progress Score (Reading, Writing and Maths)



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Vulnerable Groups Grid (2019)

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		EYFSP	Yr1 Phonics	KS1 (Average Band Score)			KS2 (Average Scaled Score)		
		Exp: 34	Total Points Exp: 32	Reading Exp: 2	Writing Exp: 2	Maths Exp: 2	Reading Exp: 100	Maths Exp: 100	GPS Exp: 100
All Pupils	All	34.3	36.7	1.8	1.7	1.8	105.6	104.9	106.0
Gender	Female	35.9	36.3	1.9	1.8	1.9	107.4	103.5	106.1
	Male	32.5	37.1	1.8	1.6	1.6	104.6	105.6	106.0
Disadv	Disadvantaged	32.3	37.1	1.7	1.7	1.6	103.6	101.7	103.3
	Other	35.2	36.5	1.9	1.7	1.8	107.5	107.8	108.4