

Pupil Premium report for Le Cateau Community Primary School



Disadvantaged Pupil Premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2022
Total number of pupils:	442	Total pupil premium budget per annum:	£73,920
Number of pupils eligible for pupil premium:	56 1 x EYP 3 x CLA	Amount of pupil premium received per child:	£1,320 for Deprivation Pupil Premium and £2,300 for Looked After Children.

STRATEGY STATEMENT

The Disadvantaged Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium Grant is a significant amount of money for many schools, with schools attracting £1,900 per looked-after child or £1,320 per child who has been able to access free school meals. Service Pupil Premium is allocated to those pupils whose parents serve in the military. It is used to support their well-being.

We have identified barriers to learning such as collective attendance rates being lower than their peers, high pupil mobility due to high numbers of service families creating instability and disadvantaged pupils needing lacking in self-confidence and having fixed mindsets.

Over the next three years we intend to implement a new learning mentor to support disadvantaged pupils, reduce class sizes, develop metacognition and further develop quality first teaching through continued professional development.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	The collective attendance of pupils who are eligible for the Pupil Premium is below that of their peers.
B	Pupil mobility (due to a large % of Service Families) provides a high level of instability and challenging need.
C	A high proportion of children who are eligible for the Pupil Premium are not achieving age related expectations in reading, writing and maths.
D	Disadvantaged pupils need to know what is expected of them and how they can achieve their full potential (Growth Mindset/Metacognition)

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods.	Due to improved attendance, disadvantaged pupils will have a better access to quality first teaching. This, in turn, will impact on their outcomes.
B	Reducing class sizes in key year groups will reduce the level of disruption.	Improved outcomes across the classes. In particular, outcomes at the end of Year 6 will significantly increase and be closer to national outcomes.
C	An increase in the proportion of children who are eligible for the Pupil Premium and are achieving at age related expectations in reading, writing and Math.	In class monitoring and data sets will show disadvantaged pupils are improving. This also links with the increase in more able pupils.

D	Through weekly 1:1 support from the Learning Mentor, DPPs will be challenged to increase their outcomes and performance. This will be heavily based on the Growth Mind-set approach implemented across the school.	Monitoring of 1:1 sessions will demonstrate a distinct improvement for disadvantaged pupils. They will recognise how they can improve their performance and actions needed to achieve this.
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Planned expenditure for current academic year

ACADEMIC YEAR							
Quality of teaching for all							
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost	
To have a clear understanding of need and progress	<p>GL Assessment and Insight tracking will provide each member of staff with a comprehensive bank of progress measures and learning needs for each disadvantaged child.</p> <p>Half-termly assessment on a page documents to be completed by class teacher.</p>	<p>A proportion of the GL Assessment cost will support Disadvantaged pupils. The monitoring of delivery of this will be provided by a HLTA x 1 day per week.</p> <p>We have appointed an Assessment and Data lead with a TLR to ensure that staff are fully supported and have access to the data they require.</p>	<p>Pupil Progress meetings and data review sessions. School Improvement Committee to monitor the impact for Disadvantaged pupils.</p> <p>DPP overviews to be completed each half term and monitored by Pupil Premium lead.</p>	<p>Angela Campbell Claire Barnes Yvonne Buxton</p>	<p>September 2020</p>	<p>Proportion of GL Assessment cost to support disadvantaged pupils – £250</p> <p>HLTA to deliver and track assessments for disadvantaged pupils – £4862</p>	

To reduce class sizes in specific year groups	FS2 x 2.5 Classes Y1 x 2.5 Classes Y2 x 2 Classes Y3 x 3 Classes Y4 x 3 Classes Y5 x 2.5 Classes Y6 x 2.5 Classes	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive.	Current staffing levels to continue in order to maintain 18 classes for 2019-20	Ian Mottram	September 2020	Continue the current staffing levels of one additional teacher at MPR 5 – £43,799
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
To provide direct support, challenge and feedback for disadvantaged pupils.	The Learning Mentor will work with Disadvantaged pupils to ensure they are receiving regular feedback in relation to their learning and accessing the curriculum to their full potential.	Research indicates that effective feedback rapidly supports the developments of pupils. Teacher liaison with the Learning Mentor focuses on short term targets.	We will appoint a new Learning Mentor to begin in September 2019. She will work closely with the SENDCO to ensure she works with the pupils who have the greatest need.	Alison Cafferty Alison Gilpin	September 2020	Employment cost of Learning Mentor (Fixed Term contract / 3 days per week) – £11,847
To improve attendance rates for disadvantaged pupils to be in line with school %	Deputy Head will work closely with the administration team to ensure non-attendance is quickly followed up via first call and attendance is tracked.	Better attendance leads to more settled pupils who can access the curriculum. Action linked to 2017 Ofsted Inspection	Half termly feedback reports (anonymous) to Governing Body about the types of work being undertaken and the levels of support being delivered.	Kate Maxwell Alison Cafferty	September 2020	Deputy Headteacher 1 day a week to focus on disadvantaged pupils – £4,500

To improve reading and spelling through Lexia and Nessy programmes	Targeted intervention will improve confidence and ability to read more fluently	Improved spelling and reading will enable the pupils to access the curriculum more fully	Monitoring undertaken by SENDCo and English lead	Jo Attrill Jane Bachini Ali Cafferty Kate Maxwell	September 2020	Cost of programmes £4919 HLTA 2 x days £6991
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
To provide disadvantaged parents with easy access to pupils learning and to support developments	Seesaw – online learning platform	Research indicates the positive benefits of parental engagement with a child's learning development. Due to many family members being away for lengthy periods of time, Seesaw is an ideal way in which any parent can access their child's learning anywhere in the world.	The use of Seesaw will be closely monitored by Senior Leaders and Governors. The management system within Seesaw allows analysis of access and usage.	Alice Thomas	September 2020	3 year contract purchased July 2017-2020) Annual subscription for 56 DPP pupils – £200

ADDITIONAL INFORMATION

As part of the school improvement plan, a new target system for tracking progress will be implemented. This will focus on the provision and next steps in learning. To support this, the school has developed a planning system for all disadvantaged pupils. This is funded through the general budget and training has been implemented in the school. The impact will be monitored by SLT and Governing Body. A half-termly planning sheet for each disadvantaged child will indicate; barriers to success, desired outcomes, actions to be implemented and an evaluation to be completed at the end of each half term. The main focus of this is centred on Quality First Teaching.