



Pupil Premium Strategy 2019-2020

Summary information			
School	Westminster Cathedral RC Primary School		
Academic year	2019/2020		
Total PPG Budget	£67320	Date for next strategy review	July 2020
Number of pupils eligible for PP	42	Total number of pupils on roll	170

Current Attainment (2018-2019)			
Pupils who achieved the expected standard or higher:			
National percentages in brackets:			
	End of KS1 data (Year 2)		
	Maths	Reading	Writing
Pupils eligible for PP	83% (79%)	67% (78%)	50% (75%)
Pupils not eligible for PP	72% (76%)	76% (75%)	72% (69%)

Current Attainment (2018-2019)				
Pupils who achieved the expected standard or higher:				
National percentages in brackets:				
	End of KS2 data (Year 6)			
	Maths	Reading	Writing	Combined
Pupils eligible for PP	92% (84%)	75% (78%)	75% (83%)	75% (71%)
Pupils not eligible for PP	76% (79%)	72% (73%)	83% (78%)	62% (65%)

Possible Barriers to learning for some disadvantaged pupils

External	Internal
<ul style="list-style-type: none"> • Low attendance and punctuality. • Lack of exposure to high quality language, both spoken and written. • Insufficient lack of resources at home to support. • Parental expectations, engagement and commitment to engaging with their child's education. 	<ul style="list-style-type: none"> • Access to extra-curricular activities such as: trips, music, residential. • Lower prior attainment.
<ul style="list-style-type: none"> • A lack of self-esteem and confidence. 	

Intended outcomes

Specific outcomes	Success criteria
1. PP pupils combined attainment is at least the same as non-PP pupils.	80%+ of PP pupils to achieve at least expected standard in reading / writing / maths combined.
2. PP pupils' progress is at least the same as non-PP pupils.	PP pupils to progress at similar / higher rate than non-PP pupils. Target in 2019-20 of Value-Added score of 2+.
3. PP pupils' attendance is 96%.	PP pupils to have at least 95%+ attendance figure.
4. PP pupils are represented in extra-curricular clubs and trips.	PP pupils take up places in extra-curricular activities and school trips.

Planned Expenditure - Academic Year (2019-2020)

1. Quality of Teaching for All

Desired outcome?	Chosen approach / action?	Evidence for this strategy?	How will you ensure that it is implemented well?	Staff lead?	When will you review this?
Outcome 1 and 2	PPG pupils are monitored and tracked carefully throughout the year during pupil progress meetings.	During previous years, this level of focus, tracking and targeting has had positive results.	<ul style="list-style-type: none"> • Discussion of every pupil during termly PPMs. 	AS / MS / PF	Half termly.
Outcome 1 and 2	Class teachers to carefully differentiate planning to cater for needs of pupils (SEN, LA, MA, HA, More Able).	Clear and regular differentiation provides the support and challenge that enables pupils to make good progress.	<ul style="list-style-type: none"> • Subject leaders to monitor planning and books to ensure appropriate differentiation in place. 	AS / MS / Subject Leaders	Half termly.
Outcome 1 and 2	Staff to use school marking code to give regular quality marking feedback, especially in the use of Green Pen Questions (GPQs).	EEF - Sutton Trust Teaching and Learning Toolkit promotes the positive impact of effective feedback	<ul style="list-style-type: none"> • Subject leaders to undertake book scrutinies as well as pupil voice. 	Subject leaders	On-going
Total Budgeted Cost			£12320		

2. Targeted Support

Desired outcome?	Chosen approach / action?	Evidence for this strategy?	How will you ensure that it is implemented well?	Staff lead?	When will you review this?
Outcome 1 and 2	SENCO to ensure that all PP children have been catered for.	Previous year's data has shown this careful provision has led to positive results.	<ul style="list-style-type: none"> • Discussion with SENCO. • Discussion with class teachers and TA's to ensure running of intervention/focus groups. 	AS / PF / YA	Half termly
Outcome 1 and 2	Class TAs to target groups / individuals in Reading / Writing / Maths (whether in-class or withdrawn interventions)	Targeted, focused small group support can help to address gaps in understanding as well as being able to give more time to particular pupils.	<ul style="list-style-type: none"> • Discussion during pupil progress meetings. • Data tracking / progress checking on 3BM sheets and SIMS marksheets. • Observations (of whole class and TA observations). • Discussion with pupils. 	AS / PF / MS	Half termly
Outcome 1 and 2	Year 6 booster groups to support those at risk of underachieving. Groups run by class teacher / Head Teacher / HLTA.	Small group, focused teaching allows pupils more time with a member of staff to revise and practise. Data from previous years has shown positive benefit of these groups.	<ul style="list-style-type: none"> • Discussion with class teacher. • Data tracking / progress checking on 3BM sheets and SIMS marksheets. • Pupil progress meetings. 	Class teacher / AS	Half termly

Outcome 1 and 2	Trained speech and language therapist in school takes children for targeted interventions focused on developing pupils' ability to develop speaking and listening skills.	Previous experience with speech and language therapist had positive benefit on pupils.	<ul style="list-style-type: none"> • SENCO to liaise with speech and language therapist to review interventions. • Children to be identified during pupil progress meetings. 	AS / YA /AW / PF	Half termly
Outcome 1 and 2	Member of staff with responsibility for EAL provides support for individuals and groups focusing on language development, reading, writing and confidence-building.	Interventions successful in previous years. Pupils enabled to grow in confidence and develop spoken and written English.	<ul style="list-style-type: none"> • SENCO to liaise with EAL leader to review intervention timetable and effectiveness. • Children to be identified during pupil progress meetings. • Tracking data on 3BM and SIMs. • Discussion with pupils and families. 	AS / TA / CA / PF	Half termly
Total Budgeted Cost			£31500		

3. Other Approaches

Desired outcome?	Chosen approach / action?	Evidence for this strategy?	How will you ensure that it is implemented well?	Staff lead?	When will you review this?
Outcome 1 and 2	Purchase of Year 6 CGP study guides that children can borrow in the run up to SATs.	In previous years, pupils engaging in extra home learning attained well and made good progress.	<ul style="list-style-type: none"> • Discussion with pupils about home learning routine. • Discussion with parents at parents' meetings. • Tracking data on 3BM and SIMs. 	AS / class teacher	Half termly
Outcome 4	Provide financial support for pupils in relation to uniforms / after school clubs / sports clubs / breakfast clubs / music tuition / school trips / school residential trips.	When pupils and families feel included, they often are more committed to all of school life, as well as boosting their confidence and self-esteem. This will have a positive impact on educational attainment and progress.	<ul style="list-style-type: none"> • Check after school club registers. • Review Breakfast Club access. • Review music tuition registers. • Discussion with pupils and families. 	AS / PF / MS	Termly
Outcome 3	Identify children who have consistent poor attendance to help	National data shows trend between poor attendance and underachieving. Improving attendance	<ul style="list-style-type: none"> • Checking attendance registers. • Checking attendance reports and patterns. • Discussions with 	AS / PF / MS	On-going regular monitoring

		has positive impact on attainment / progress.	families and pupils. <ul style="list-style-type: none"> • Close partnership with Early Help and School Nurse as appropriate. 		
Outcome 4	Weekly chess lessons to expand the culture capital of PP pupils.	Widespread evidence that chess can improve concentration and problem-solving skills.	<ul style="list-style-type: none"> • Discussion with chess teacher. • Pupil voice. 	AS	Half termly
Total Budgeted Cost			£23500		
Grand Total Budgeted Cost 2019-20			£ 67320		