

St Louis - Pupil premium strategy statement

1. Summary information					
School	St Louis Catholic Academy				
Academic Year	2019/20	Total PP budget	£31,980	Date of most recent PP Review	4/12/19
Total number of pupils	308	Number of pupils eligible for PP	25	Date for next internal review of this strategy	4/3/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	73%	80%
% making progress in reading	82%	91%
% making progress in writing	82%	87%
% making progress in maths	82%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in prior learning
B.	Limited oracy skills which impact on learning
C.	Poor learning behaviours e.g. organisation, resilience, commitment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A lack of routines that support learning for e.g. times tables, reading.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills. To respond rapidly with targeted teaching for pupils at risk of underachievement.	Pupils will meet (or exceed) age related national expectations in English and maths. Teachers will use PIXL assessments to adapt teaching sequences (and plans) to pupil need. Teachers will give pupils opportunities to consolidate key skills in phonics, reading and maths. Support staff will support learning effectively. Additional intervention sessions will take place, based on gaps/need.

B.	To develop opportunities for oracy across the school. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read regularly and have access to high quality texts within literacy lessons.	Teachers to ensure that pupils read regularly outside of normal class reading. Pupils (who need to) will have opportunities for additional reading in school. Power of Reading material Literacy reading sessions will focus on teaching explicit reading skills. Teachers will give pupils Quantity/quality of reading will be tracked regularly by teachers.
C.	Pupils will be proactive, organised and enthusiastic learners	Pupils will be closely monitored by their teachers. · High quality and an appropriate quantity of work produced will be evident in book scrutinies. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
D.	Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary).	Access to Homework club Regular in school reading sessions 1:1 Times Table Rock Stars access within school

5. 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 whole school strategies.					
i. Quality of teaching for all					
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?
To address gaps in learning so that children can meet or exceed age related expectations.	PIXL assessments QLA's Therapies – led by teacher/TA. Adapt teaching where appropriate	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	PIXL data spreadsheet analysis Pupil progress meetings	Raising Standards Lead – KF H of S – NK Phase Leaders	Termly

To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read regularly and have access to high quality texts.	Continue to introduce Power of Reading into all classes across the school.	The use of high quality texts in class allow pupils an opportunity to develop their vocabulary and oracy skills. They hear stories being read aloud on a regular basis and are able to access material that they could access on their own.	Teachers will deliver their Literacy lessons using the Power of Reading planning guidance.	Literacy lead - CW	Half Termly Regular work scrutiny.
Total budgeted cost					£5,725.00
ii. Targeted support					
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?
For identified gaps in learning to be addressed.	Various interventions according to need including PiXL therapies; PiXL school-based training including Specialist Associate Support CPD	Gaps identified using PiXL and formative assessment allow for precisely targeted teaching to remedy these. PiXL support is implemented effectively within school context and staff capacity to deliver PiXL therapies is enhanced.	Progress will be checked half termly via assessments and termly Pupil Progress Meetings.	Phase Leaders	Half termly
Total budgeted cost					£20,555.00
iii. Other approaches					
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 will have full access to all extra-curricular activities whether School led or external.	Various activities offered which are updated and changed regularly.	Children benefit from having the benefit of a broad and balanced curriculum that allow them to develop a range of skills.	Uptake of extra-curricular activities will be monitored and all children encouraged to take part in these activities.	PP lead - CW	Termly
Total budgeted cost					£5,000.00

6. Review of expenditure

Previous Academic Year	2018/19
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
		See separate impact report.		

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk