



The Romero Pupil Premium Strategy Statement (2017 – 2019)



The Romero Catholic Academy
Nurturing the Talent of Tomorrow

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding
2013-14	£ 47,700 - 39 children
2014-15	£ 67,100 - 31 children
2015-16	£ 61,100 - 47 children
2016-17	£ 63,360 - 48 children
2017-18	£ 60,360 – 44 children
2018 -19	£ 59,400 – 41 children

	2015 -16	2016-17	2017-18	2018 - 19
Percentage of FSM pupils	24%	24%	21%	22%
Number of FSM pupils eligible for the Pupil Premium	47 @ £1300 = £61,100	48 @ £1320 = £63,360	44 @ £1320 = £58,080	41 @ £1320 =54,120
Number of looked after pupils eligible for the Pupil Premium	1@£1900 = £1,900	1 @£1900 = £1,900	0 @£1900 = £0	2 @£1900 = £3,800
Number of service children eligible for the Pupil Premium	0 @ £350 = £0	0 @ £350 = £0	0 @ £350 = £0	0 @ £350 = £0
Total	£63,000	£65,260	£60,360	£59,400

12 areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupils progress slows, intervention are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Governors are trained on PP.

Strategy outline Pupil Premium spend

Presenting issue Main Barriers	Amount allocated to intervention/ Action (£)	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Autumn 2018
Growing number of vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.	£8,000	Monitored by Business Manager/ SLT – weekly meetings	<p>Year round Learning Mentor - To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide on-going support for families and pupils.</p> <p>Before and after school clubs provided to support families in working commitments and providing children with additional learning and support.</p> <p>Time for You (Relate) – To</p>	<p>Pupil's confidence and well-being grows which will have a direct impact on their progress within school which will be evident in data analysis and pupil voice.</p> <p>Improved parental engagement with parents feeling more supported.</p> <p>Attendance of PP to be in line with current</p>	

	£2,000		support children and young people who are facing a range of problems and emotional challenges.	target. Work closely with the children using a range of creative interventions during counselling sessions.	
	£3000		<u>Thrive Approach</u> 1:1 or small group work to support early development.	Five children accessing each half term for a 6 week block of work. Pupil voice will measure impact.	
All Pupil Premium children are entitled to additional support that will close any learning gaps and diminish the difference.	£13,438	Monitored by SLT – half termly	<u>Staff (teachers) to provide 1:1, booster classes and small group support</u> - To help children reach their full potential in Mathematics and English to maximise progress. Before and after school booster sessions provided. Effective use of teaching assistant skill set to target PP children for Maths and English.	Pupil gaps are identified and addressed through boosters/therapies. As a result, the large majority of pupils will achieve or exceed ARE.	
	£1238		3 rd Space Learning for PP in Y6	All pupils in Year 6 to make better than expected progress in maths across the year.	
	£800		<u>Home-school resource books</u> - Provide children with extra targeted work and access to electronic apps	Assessment of children's learning, data, pupil voice.	
All staff are provided with training and support to enable all pupils to make the most possible progress.	£3360		<u>Leadership time; staff training and development to enable staff to focus on effective teaching and learning</u> - To provide opportunities for staff (teachers & support staff) to develop further skills that will enable pupils to make the most possible progress through quality first teach.	Staff confident to deliver an engaging curriculum; the majority of Teaching and Learning judged good/outstanding over time. Data in core subjects will demonstrate that gaps are diminishing.	
			Leadership time for PP lead to review impact of spending and provision and coaching staff and		

	£4,200		<p>working with PP children.</p> <p>Half termly half day cover for 1:1 Feedback to pupils on targets.</p>		
Children's diet and well being	£1500	Monitored by SLT.	<p>Cookery classes for children and opportunities for collaborative work with parents where they learn basic cooking skills and the importance of a healthy diet.</p> <p>Introduce magic breakfast across the school.</p>	<p>Children demonstrate good knowledge and understanding of a healthy diet and have learnt practical cooking skills to make a meal. All pupils will receive the option of a breakfast at the start of every school day.</p>	
Increasing number of vulnerable families and children are facing financial constraints.	£1500	Monitored by Admin Officer/SLT – each time residential trip happens	<p><u>Subsidise residential trips – Alton Castle + Plas Dol-y-Moch - Conkers</u></p> <p>Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences.</p>	<p>Improved social interaction with others. Develop greater independence, life skills and awareness of the world around them.</p>	
Increasing number of vulnerable families and children requiring help with attendance and punctuality.	£4000	Monitored by Principals in Romero Network – every half term	<p><u>Employment of: Family Support Worker (FSW) Attendance Officer (AO) Through The Romero Partnership Network -</u></p> <p>To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day. Vulnerable children and families are supported through home visits to ensure children are effectively safeguarded.</p>	<p>Improved attendance percentages across the school so that they are in line with National; children arrive to school on time and families are well supported to provide support for their child.</p>	

Gap between pupil-premium children in some year groups in reading attainment.	£3000	Monitored by RWI Manager/ CPD Leader – every fortnight	<u>Teaching of 1:1 phonics</u> <u>Purchase of books</u> <u>External visits to promote the love of reading.</u> <u>Reading boosters</u> <u>Targeted support.</u> <u>Enrichment opportunities including author visits, themed reading events etc.</u>	Teaching over time evaluated teaching to be good or better in delivery of RWI and most pupils pass the phonics screening check. The large majority of pupils are fluent in reading. Internal data demonstrates that gap is diminishing between non-pp and pp pupils in all year groups and broadly inline with nat at the end of yr 6.
Increasing number of vulnerable families and children needing help with speech and language difficulties.	£5000 £2164	Monitored by Inclusion Leader/SLT – every half term	<u>Employing a Speech and Language Therapist (SALT) -</u> Employment of a SALT – dedicated to our school, working a day each week targeting children with difficulties with speech and language; working with parents to support their children at home. 3 afternoons of S&L TA support for PP children for additional support.	Improved speech and language interventions for children across the school; early intervention ensures children come off the programme quickly and parents feel supported.
Some children are unable to access a variety of activities outside their home which would provide enriching opportunities where they can develop better skills and understanding.	£3,000	Teachers/ SLT	Offer of free enrichment clubs Opportunities for pupils to develop their own talents and develop greater self-esteem. Additional swimming lessons for PP children.	Pupils are able to participate in a wider range of activities which will lead to improved self-esteem and developing relationships with others. This will be evident through pupil voice and evaluations.

			Homework provision and support provided as required	Provision is provided for homework to be completed in school. As a result, work is completed to a high standard and additional support provided for pupil/parents as required.	
Engagement of parents.	£1600	Principal/Vice Principal	Termly meetings with Principal and Vice Principal with parents. Incentives offered e.g. book for Christmas, food vouchers etc.	Engagement of home/school increases so that most parents attend key meetings including parents consultations.	
Brilliant Club	£1,600	Vice Principal	Pupils participate in national qualification to obtain a degree undertaken in conjunction with Nottingham University.	Increased aspirations and opportunities to explore route ways to higher education and identify skills sets required to be successful in the world. Completed course work and qualification obtained.	

Strategy Impact 2017-2018

Pupil Premium spend

Presenting issue Main Barriers	Amount allocated to intervention/ Action (£)	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Autumn 2018
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	£1,000 £5400		<p>homework and also to focus and extend learning.</p> <p><u>Home-school resource books</u> - Provide children with extra targeted work.</p> <p><u>Employ additional TA to provide 1:1 and small group work.</u> To boost achievement across the curriculum particularly in Maths and English.</p>	<p>data, pupil voice.</p> <p>Homework is completed to suitable standard and all pupils have the opportunity for use of internet access if required. Boost reading. Provide writing opportunities. Additional support in maths.</p> <p>Diminishing the difference for children. Data analysis and pupil voice.</p>	<p>opportunity to attend additional clubs – 54% accessed.</p> <p>See data for positive impact.</p> <p>Unfortunately, we were unable to appoint to this post.</p>
Some children do not access a variety of activities outside their home where they can develop confidence and work as a team. Also, some children lack a male role model in their life.	£7000	Class teachers and SLT- half termly	<u>Commando Joe</u> - To provide opportunities for pupils to develop collaboration and teamwork, greater confidence and resilience through a range of activities and challenges. Also encourage pupils who may be dis-engaged to take greater pride in attendance, punctuality and physical fitness.	Improved inner confidence and resilience. Most children will show improved punctuality and attendance. Greater fitness levels, sense of well-being and improved attitude to learning within school. Measure through pupil voice.	All PP children accessed for the first term. Pupil voice showed.
All staff are provided with training and support to enable all pupils to make the most possible progress.	£3360	Monitored by SLT and updated teaching profile – half termly	<u>Leadership time; staff training and development to enable staff to focus on effective teaching and learning</u> - To provide opportunities for staff (teachers & support staff) to develop further skills that will enable pupils to make the most possible progress e.g. Romero tracking grids and jigsaws, effective feedback, AFL; closing the gap and providing effective interventions where necessary.	Staff confident to deliver an engaging curriculum; the majority of Teaching and Learning judged good/outstanding over time. Data in core subjects will demonstrate that gaps are diminishing.	All children received good teaching or better quality first teach. Teachers having half termly progress meetings with PP lead led to a more focused approach to progress across reading, writing and maths.

			Half termly half day cover for 1:1 Feedback to pupils on targets.		Children had tailored targets aimed at addressing barriers to learning which impacted positively on learning and attendance.
Increasing number of vulnerable families and children are facing financial constraints.	£700	Monitored by Admin Officer/SLT – each time residential trip happens	<u>Subsidise residential trips – Alton Castle + Plas Dol-y-Moch -</u> Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences.	Improved social interaction with others. Develop greater independence, life skills and raised aspirations.	All children participated in trips that wished to do so.
Increasing number of vulnerable families and children requiring help with attendance and punctuality.	£6000	Monitored by Principals in Romero Network – every half term	<u>Employment of: Family Support Worker (FSW) Attendance Officer (AO) Through The Romero Partnership Network -</u> To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day.	Improved attendance percentages across the school so that they are in line with National; children arrive to school on time and families are well supported to provide support for their child.	As a result of the work by the attendance officer, attendance of PP children ranged from 96.24% - 97.04%
Gap between pupil-premium children in some year groups in reading and writing attainment.	£2000	Monitored by RWI Manager/CPD Leader – every fortnight	<u>Read Write Inc. Resources + Cost of Training + TA time -</u> Three members of staff from R/KS1 to attend Ruth Miskin's RWI training. Purchase of new resources and equipment to ensure we keep abreast of new programme development. 1:1 phonics intervention programme purchased.	Teaching over time evaluated teaching to be good or better in delivery of RWI. Good or better progress made from starting points. More rapid progress made across R/Y1/Y2 Teaching over time and data analysis.	71% of pp children passed the phonics screening.
Increasing number of vulnerable families and children needing help with speech and language difficulties.	£10,000	Monitored by Inclusion Leader/SLT – every half	<u>Employing a Speech and Language Therapist (SALT) -</u> Employment of a SALT – dedicated to our school, working	Improved speech and language interventions for children across the school; early	Swift intervention, particularly in ks1 or for children new to the school has meant

		term	a day each week targeting children with difficulties with speech and language; working with parents to support their children at home.	intervention ensures children come off the programme quickly and parents feel supported. All children evaluated throughout the process by Pepper Therapy and rates of discharge monitored.	many speech and language concerns worked on and discharged and for more complex cases, ongoing therapy continues.
Some children are unable to access a variety of activities outside their home which would provide enriching opportunities where they can develop better skills and understanding.	£2,500	Teachers/ SLT	Subsidisation of enrichment clubs -Newspaper Club, drama, art and craft, sports club - Opportunities for pupils to develop their own talents and develop greater self-esteem. Family teambuilding activities. Encourage National Trusts '50 things to do before you are 11 ¾'.	Pupils subject and general knowledge and understanding will grow. Improved self-esteem and relationships with others. Pupil voice and provision map will measure outcomes.	All PP children were offered to participate in extracurricular activities and most took this opportunity.

Written on: November 2018 by: Michelle Garvey
Date of next review: July 2019
Shared with the Academy Committee: