



Pupil Premium Strategy Statement (2018 – 2019)

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
2014-15	£144,300 – 111 children
2015-16	£146,520 – 111 children
2016-17	£137,280 – 104 children
2017-18	£109,560 – 83 children
2018-19	£ 96,360 - 73 children

	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of FMS Pupils	53%	53%	49%	44%	37%
Number of FSM pupils eligible for the Pupil Premium	111 @ £1300 = £144,300	111 @ £1320 = £146,520	104 @ £1320 = £137,280	83 @ £1320 = £109,560	73 @ £1320 = £96,360
Number of looked after pupils eligible for the Pupil Premium	0 @ £1300 = £0	0 @ £1900 = £0	0 @ £1900 = £0	3 @ £1900 = £5700	3 @ £1900 = £5700
Number of service children eligible for the Pupil Premium	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0	0 @ £300 = £0
Total	£144,300	£146,520	£137,280	£115,260	£102,060

Romero Priorities

Priority	Performance Area	Progress measure	Responsibility
Romero Priority 1 Promote Catholic Education	1.1 Community cohesion is strengthened - by greater engagement with the rich variety of communities with which our schools draw upon, to strengthen cohesion and address barriers to learning including language (with pupils and parents alike)	70% attendance at whole school/ MAC events	CC1
	1.2 Catholic life is enhanced and enriched – Collective pursuit to engage in a vibrant Catholic life and Sacramental programme with Pupil/ student/ staff voice being overwhelming positive in relation to experience of Catholic education through Romero and indications show that stakeholders are committed to remaining within the Company	80% of survey within Romero positive about Catholic life	RE Leads ABD Academy Committees Principals
	1.3 Quality of Catholic provision improves - all schools judged as at least good (currently 5) or outstanding (currently 3) in self evaluation or Section 48 reports with an increase of at least 12.5% to those judged as outstanding Quality of Catholic life and teaching of RE is increased with a greater proportion of teaching judged as good or outstanding especially in relation to writing	12.5 % increase in sch Outstanding 80% of RE teaching good or better	Parishes/ Priests Chaplaincy teams
Romero Priority 2 Develop effective and high quality leadership at all levels	2.1 Effective work force is established -all academies to have a full staffing establishment in September of each academic year and talent pool created	All leadership posts filled within term	CC2 H of HR
	2.2 Development of pathways for succession planning is established comprehensive CPD programme and pathways in place for support staff, teachers and leaders with impact shown within metrics	50% of Senior Leaders engaged in Romero CPD	Academy Committees Principals
	2.3 Quality of HR provision is improved -metrics show an improving picture of staff absence, and reduction of grievances, disciplines and academic performance	Absence is 3% July 2017 Reduction in grievance and disciplinary from 2016	
Romero Priority 3 Increase English and Maths combined scores in all schools.	3.1 Collective accountability for standards across the MAC with over half of Primary Academies exceed previous performance (2016) to in line or above the national average for each end of Key Stage and at Y6 expected progress in Reading, Writing & Mathematics and a progress measure in the top 25% of primary schools nationally.	More than half of schools meet or exceed national data and all schools to show increase on 2016 data	CC3CI lead All Network Leads Academy Ctte Principals
	3.2 Increase in schools judged as good/outstanding -all academies to be Ofsted ready (particularly Cardinal Wiseman, SS Peter and Paul, Good Shepherd) & graded as good or better in Ofsted & Section 48 inspections	12.5%+ increase in sch judged as good	Link Directors
Romero Priority 4 Strengthen Transition	4.1 Increased admissions - an increasing % of Year 6 pupils in Romero schools transfer to Cardinal Wiseman and all Reception classes are 95% full & in year groups with oversubscription in years Historical data 40% in 2015; 33% in 2016 transferred from partner schools to Cardinal Wiseman	50% of Y6 Romero cohort transfer to Y7 CW	Academy Committees Principals
	4.2 Consistent and moderated approach to assessment - all schools have a common understanding and consistency in the approach to assessment; in year data is accurate with successful transition points achieved with reducing % of pupils students making no or negative progress in July 2017	5% increase on in year data based on 2016 data	
Romero Priority 5 Embed Effective Financial Management And Governance At All Levels	5.1 Strategic approach to overall performance -the MAC has a clear three to five year vision which is used to identify strategic priorities and is evaluated regularly across all stakeholders to ensure impact.	Strategy in place Reserves increase to 10%	CC4 H of Finance
	5.2 Embed formal schemes of delegation, policies and procedures – all are produced, compliant and reviewed annually. All deadlines set for individual schools for financial monthly information reports are met. All safeguarding, Health and safety Ofsted statutory requirements completed.	100% deadlines met Romero/ Annual report and Hub	Chairs of Academy Committee/ Board Academy Committee
	5.3 Engagement across MAC is high - overall attendance at Full Board, Core/ Academy/ Principal Committee Meetings to average 90% or higher over the academic year.	90% attendance overall	

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.

Rationale for the approach to the use of Pupil Premium Funding

The approach adopted by Romero is based on the principals and guidance of Marc Rowland, Deputy Director of the National Education Trust documented in the NET publication; *'An updated Practical Guide to The Pupil Premium'*, Marc Rowland, 2015.

'One of the best measures of an advanced education system is how it treats pupils who are on the margins. Great schools are a cradle for resilient, effective and confident learners regardless of their socio-economic background. In his role as Deputy Director of the National Education Trust, Marc Rowland visited more than 100 schools across the country to discuss and review how they are using the Pupil Premium grant to improve outcomes for disadvantaged learners.'

Strategy outline

Pupil Premium spend

Presenting issue and/or Main Barriers	Actual Amount	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Summer 2019																
Inconsistency in exposure to quality first teaching	£8,859.50	Head of School and allocated SLE/NLE	To secure the quality of teaching and learning and assessment as at least good in all year groups. Working with support from Blue Sky TSA and appropriate CPD opportunities.	87.5% of teachers are judged as at least good in both English and Maths (+1x NQT)	At the end of academic year 2018-2019 the staff profile inc NQT was graded at 91% good.																
Low aspirations/ low expectations Education not valued	£1,500 Supply for 7 days	Monitored by Assessment Leader and SLT – as needed	Assessment/data analysis - Training for staff in tracking data (O Track) to analyse data, identify gaps and to close these through quick targeted interventions.	Staff are confident in using O-track to support the data tracking and analysis of pupil's progress to help identify areas of support.	New tracker and assessment systems were brought into place across Romero. Pixl training has been delivered and all staff have had training on analysing data through the use of QLA which identify gaps in learning.																
Progress and attainment Gaps between attainment of Pupil premium and non-Pupil Premium children Principal – PP Priority Meetings Lead	£1,800 (£150x4 SMT) (£600x3terms)	Monitored by SLT/SMT	Through discussions in pupil progress meetings, pupils are targeted for tailored interventions according to need and gaps. Leadership release for monitoring of pupil progress across the school in areas of responsibility and supporting staff, providing guidance on how to ensure the difference is diminishing between PP and non PP children.	Data analysis will show diminishing of the difference between pupil premium and non-pupil premium children.	SLT monitored disadvantaged closely and tracked throughout the year using Pixl and Data spreadsheets. Time spent analysing data and ensuring specific therapies were in place to give disadvantaged children sufficient opportunities to close any gaps in their learning. Repeated termly.																
Progress and attainment Gaps between attainment of Pupil premium and non-Pupil Premium children	RWI 2 course x £180 = £360 Math no problem resources £3,300 + training £100 Brilliant club 1095 TA intervention cost £3000	Monitored by lead for teaching assistants/SLT – meetings every four weeks Data analysis and	PM sessions with Teaching assistants trained in quality interventions in order to target pupil premium children who are not achieving in line with their peers. Continuous training, support and monitoring of these tailored and targeted interventions.	Children are supported; guided work/support in classrooms improved and consistent; targeted interventions demonstrate rapid progress of children.	KS2 progress measures <table border="1"> <thead> <tr> <th>Prog-ress</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Dis</td> <td>-1.91</td> <td>1.66</td> <td>0.02</td> </tr> <tr> <td>All</td> <td>-1.17</td> <td>1.02</td> <td>0.5</td> </tr> <tr> <td>Nat</td> <td>0.03</td> <td>0.03</td> <td>0.03</td> </tr> </tbody> </table>	Prog-ress	R	W	M	Dis	-1.91	1.66	0.02	All	-1.17	1.02	0.5	Nat	0.03	0.03	0.03
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	<p>0.5 of Reading Recovery £12,500</p> <p>TOTAL £20,355</p>	<p>intervention observations</p>			<table border="1"> <tr><td>Att %</td><td>R</td><td>W</td><td>M</td><td>C</td></tr> <tr><td>Dis</td><td>59</td><td>82</td><td>76</td><td>59</td></tr> <tr><td>All</td><td>70</td><td>87</td><td>87</td><td>70</td></tr> <tr><td>Nat</td><td>73</td><td>78</td><td>79</td><td>65</td></tr> </table> <table border="1"> <tr><td>Att GD%</td><td>R</td><td>W</td><td>M</td><td>C</td></tr> <tr><td>Dis</td><td>18</td><td>29</td><td>18</td><td>6</td></tr> <tr><td>All</td><td>20</td><td>23</td><td>23</td><td>7</td></tr> <tr><td>Nat</td><td>27</td><td>20</td><td>27</td><td>11</td></tr> </table> <p>Progress measures in Writing and Maths were very positive and matched or exceeded national. Reading is below national and must continue to be a priority next year. Attainment is a similar picture, however disadvantaged children attaining the Greater Depth Standard shows standards are improving.</p> <p>Disadvantaged children scored only 40% in phonics which must be a priority in 2019-2020.</p>	Att %	R	W	M	C	Dis	59	82	76	59	All	70	87	87	70	Nat	73	78	79	65	Att GD%	R	W	M	C	Dis	18	29	18	6	All	20	23	23	7	Nat	27	20	27	11
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<p>External narrow opportunities Some children lack creative opportunities outside of school, so need enrichment in school from a specialist.</p>	<p>PPA Primary Music & Spanish £6120 Art Lesley W £4400 SCCU lunchtime 170 x £30 = £5,100</p> <p>£15620</p>	<p>Monitored by Admin Officer/SLT/ LM Pupil interviews.</p>	<p>Qualified professionals to teach pupils how to play a musical instrument. Qualified artists to work with targeted children to develop skills.</p>	<p>To give them the opportunity to learn an instrument and provide an additional skill.</p>	<p>Children have benefited from and enjoyed having experiences with professional experts in their field.</p>																																								

<p>Low income/ narrow opportunities Some families cannot afford the full cost of valuable residential trips. We would like all children to attend in order to be fully involved with their class mates.</p>	<p>£149.50 x 17 DYMoch £144 x 6 Alton Castle £3404</p>	<p>Monitored by Admin Officer/SLT – each time residential trip happens Pupil interviews.</p>	<p>Subsidise residential trips up to – Alton Castle + Plas Dol-y-Moch - 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>Social interaction with others. Develop greater independence and life skills.</p>	<p>Children had the opportunities to attend residential trips to enhance their life experiences and increase social skills.</p>
<p>Poor nutrition/ Low income A number of children struggle to have a breakfast every day before school.</p>	<p>2 x .75 hrs x 5 x 38 x £10 = £2850</p>	<p>Monitored by school admin team/SLT – as necessary Pupil interviews.</p>	<p>Breakfast club which is often used to target children for ensuring they eat breakfast and also are in school on time for registration. Support for vulnerable pupils.</p>	<p>Vulnerable pupils feel safe and secure in their environment, they have had the opportunity to have breakfast, improved punctuality of targeted PP children.</p>	<p>Children that have been to breakfast club or have had a bagel on entering school have shown higher concentration levels in class in the morning.</p>
<p>Poor attendance and punctuality Lack of value of education Mobility- many moves between schools</p>	<p>£10000 Romero Staff costs EWO/PE/SLEs etc</p>	<p>Monitored by Head teachers in Romero Network – every half term</p>	<p>Employment of: Learning Mentor Attendance Officer (AO) Through The Romero Partnership Network - To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day.</p>	<p>Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community. Data analysis.</p>	<p>Disadvantaged children's absence is broadly in-line with all children only 0.43% difference. However lateness must be addressed as an 11% difference was still evident in July 2019.</p>
<p>Home issues Overcrowding Lack of family engagement</p>	<p>£25p/h x 3 UPS teachers Y6 boosters £3500 – TA support re small boosters £4400</p>	<p>LM/ Class teachers/ SLT monitoring through termly pupil progress meetings</p>	<p>Opportunities offered for booster group sessions with individuals, and small groups</p>	<p>Children have taken part in homework club and this has enabled the children to complete homework that they have been unable to do at home. It has also enabled the teachers to target children and provide extra support where needed.</p>	<p>Children have felt more supported in their homework and have had targeted support.</p>

Narrow opportunities Poor nutrition Poor social skills Lack of role models	£10 per hour (x2) X 30 weeks £600 + £300 ingredients =£900	Cookery lead/ SLT	Pupil premium children are targeted to take part in cookery club on a half termly basis. They eat together at the table and also take food home to share with their families.	Pupils are exposed to a wide range of food and cooking and build life skills in cooking and nutrition.	All Pupil Premium pupils attended cooking club over the course of the academic year.
Low aspirations Education not valued Lack of role models Lack of self-esteem/confidence	£1,056 Thrive Training 2 x staff Teaching with Heart £150 x 12 £4656	Inclusion Lead	Brilliant Club. An award winning non-profit organisation that exists to widen access to top universities for outstanding pupils from non-selective schools.	Aspirations raised and increased work ethic evident.	Children attended and graduated giving them inspiration to succeed. Staff support enabled our staff to have time to reflect and support them in supporting the children and their families.
Medical issues Poor social skills Low self esteem High mobility SEND- Speech and Language, LAWSS, Educational Psychologist.	£10,006 Speech & Lang £5922 EP £4959 £10881	External support providers Inclusion Leader/ SENCO/SLT Every half term.	Professionals to assess and work with pupils- targeting children with difficulties with speech and language, behavioural/emotional needs, working with staff and parents to support their children at home.	Improved interventions across the school; early intervention ensures children come off the programmes quickly, staff are supported with providing appropriate targets and parents feel supported.	Children were seen much quicker having in-house SALT interventions as opposed to waiting therefore more children benefited. Staff given instant strategies to implement in lessons and support individuals.
Limited English language. Restricted vocabulary	£2,200 – CCC MGSS £434.50	Inclusion Lead Principal & HLTA	Qualified professionals to provide additional support to pupils with EAL in the Early Years. Closing the Vocabulary Gap course with Alex Quigley	Children starting reception have significantly reduced barriers to learning through language. Increase the delivery of vocabulary instruction throughout the curriculum.	Children and staff were supported on entry to school. Increased emphasis on vocabulary in curriculum design and evident in environments through vocabulary walls and working walls.

Limited English language. Restricted vocabulary	£14,600	Inclusion Lead/ SLT	Support for all Polish children in the school to enable them to grow in confidence with the English language; targeting intervention and translation of school letters and policies in order to support families.	Children feel supported with their language; children make improved progress in language, permeating to all curriculum areas.	Staff, children and parents are well supported and are comfortable in communication with the school. Children in school are supported well by TA.
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Date of next review: Autumn 2019