

St Bernadette's Catholic Primary School Pupil Premium Strategy Statement

1. Summary information					
School	St Bernadette's Catholic Primary School				
Academic Year	2017-18	Total PP budget	£75,980	Date of most recent PP Review	October 2017
Total number of pupils	443	Number of pupils eligible for PP	56 x EVER 6, 1 x CLA, 1x EVER5 Service	Date for next internal review of this strategy	October 2018

Attainment at end of KS2 for 2015-16 and 2016-17	2016 SATS results	(2016 Y6 SATs results)	(2016 Y6 SATs results)	(2016 Y6 SATs results)	2016 Y6 SATs results)	2017 SATs results)	(2017 Y6 SATs results)	(2017 Y6 SATs results)	(2017 Y6 SATs results)
	<i>St Bernadette All pupils 2016</i>	<i>Pupils eligible for PP at St Bernadette's</i>	<i>Higher prior attaining Pupils eligible for PP at St Bernadette's</i>	<i>Pupils not eligible for PP (national average) 2016</i>	<i>All pupils nationally</i>	<i>St Bernadette all pupils 2017</i>	<i>Pupils eligible for PP at St Bernadette's</i>	<i>Higher prior attaining Pupils eligible for PP at St Bernadette's</i>	<i>Pupils not eligible for PP (national average) 2017</i>
% achieving in reading, writing and maths	75%	58%	N/A	60%	53%	55%	50%	100% (1)	61%
% achieving expected standard in reading	82%	67%	100% (1) Scaled score 106	71%	66%	75%	71%	100% (5) Average scaled score:109	71%
% achieving expected standard in writing	86%	75%	N/A	79%	74%	75%	71%	100% (2)	76%
% achieving expected standard in maths	84%	83%	N/A	75%	79%	68%	50%	100% (2) Average scaled score:112	75%

2. Barriers to future attainment for pupils eligible for PP (Disadvantaged Pupils)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self esteem	
B.	Low attainment	
C.	Poor mental health	
D.	Poor language and communication skills	
E.	Special Educational Needs	
F.	English as an additional language	
G.	Lack of support for home learning	
H.	Safeguarding/child protection concerns	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Lack of support for home learning	
H.	Safeguarding/child protection concerns	
I.	Parental bereavement	
J.	Homelessness/unsafe housing	
K.	Crisis – e.g. need to resort to support of Foodbank etc.	
L.	Poor attendance	
3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Measuring/monitoring procedures</i>
A.	Academic gap in reading between vulnerable pupils and their peers is closing	Termly and end of year data. Progress meetings. Home school plans. Intervention records. Action plans monitoring
B.	Academic gap in writing between vulnerable pupils and their peers is closing	Termly and end of year data. Progress meetings. Home school plans. Intervention records. Action plans monitoring
C.	Academic gap in maths between vulnerable pupils and their peers is closing	Termly and end of year data. Progress meetings. Home school plans. Intervention records. Action plans monitoring
D.	Families actively supporting learning at home	Attendance registers, monitoring web based participation, parent consultation attendance

E.	Measurable improvement in pupils' Emotional Literacy and Wellbeing	Emotional Literacy termly data
F.	All pupils living in secure, safe homes	Records kept of meetings/ paperwork with external agencies, informal meeting with parent/carers. Safeguarding Log
G.	Parents able to meet the basic needs of their children	Attendance and participation at events, questionnaire evaluation and referral for pastoral support
H.	All Disadvantaged Pupils' attendance at or above national (96.1%)	Monitoring of attendance on half termly basis

4. Planned expenditure

Academic year

2017-2018

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 improve Phonic progress of pupils in Early Years and KS1	Read, Write Inc. to be used daily. To provide smaller group sessions that are tailored to match pupil's ability. To provide 1:1 TA phonic Intervention	Pupils entering EYFS are working below national expectations	Track pupil data Lesson Observations/Learning walks Staff training Performance Review Targets	RA/MS	Jan 2018 March 2018 July 2018
To improve Maths progress across KS1 and KS2	Introduce whole Class Mastery Maths teaching Maths intervention Pre teaching Provide additional training Provide parent workshops	Maths data at end of each Key stage indicates PP pupils are not making expected progress compared to all pupils Assessment data indicates a gap between English and Maths	Staff training Lesson Observation/ Learning Walks Performance Management TA training Data analysis Designated staff meeting- reflection	KB/MS/JZ	Jan 2018 March 2018 July 2018
Total budgeted cost					£37,000

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?
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To improve EYFS and KS1 Maths progress	To implement Monkey Maths programme in both FS and Year 1 Assess, monitor and track maths progress. Implement New TLR position to model, monitor and improve standards in basic s maths and phonic skills	Disadvantaged pupils making less progress and attaining lower than <i>all pupils</i> in most classes across all key stages	Track Progress of pupils Action Plan indicating support Learning Walks/Observations Pupil progress meeting Performance management Reviews RAP	RA	March 2018 July 2018
To meet the needs of Disadvantaged Pupils through targeted/individual support	1:1/ group tuition to be implemented in Spring and Summer term To provide catch up Maths intervention on daily basis To implement Pre teach sessions in Maths and Grammar weekly sessions	After school learning, individualised and group Programme to improve attainment and progress in Maths After school learning, individualised and group Programme to improve attainment and progress in Writing To provide consolidation of learning and to address misconceptions. To scaffold learning to develop understanding of mathematical concepts Provide additional support to pupils in Maths and English. Smaller teaching groups, teacher led that aim to consolidate on key skills, introduce and reinforce key vocabulary and understanding	Track pupil progress Identify next steps in collaboration with class teachers and Maths and English Leads. Timetable intervention Observations Track data TA/teacher Intervention feedback analysis Track Pupil progress TA/teacher Intervention feedback analysis Observation Learning walks	MS KB	Jan 2018 March 2018 July 2018 Jan 2018 March 2018 July 2018 Jan 2018 March 2018 July 2018

To improve reading comprehension of Disadvantaged Pupils across KS1 and KS2	Daily reading conferences with support staff Key stage 2 –Whole class guided reading approach	To enhance pupil's reading confidence, accuracy and understanding Whole class reading comprehension, skills and strategies are taught as a whole class and pupils with scaffold support can access the genre and develop their skills	Monitor and analyses effectiveness of whole class guided reading approach Track reading progress	CP	Jan 2018 March 2018 July 2018
Total budgeted cost					£26,900
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?
To improve well – being of Disadvantaged Pupils	Staff Champion Project All staff matched to disadvantaged pupil. Opportunity to meet and discuss their learning and offer support and guidance. Sessions to twice a term Six half termly creative afternoons to be run focusing on emotional, social and communication skills. Activities to be age appropriate and varied Well-being Morning sessions. Two well-being sessions to be held on a Saturday for PP. Activities to be varied. Parents to attend	PP have access to a network of support that aims to guide and coach pupils To promote co-operation, collaboration, team building skills. To develop and foster parental/carer links with school community To offer support and guidance to parents/carers	Questionnaires Analysis Parental engagement and dialogue with parents Questionnaires Register of interest/attendance register Feedback responses Questionnaires Register of interest/attendance register Feedback responses	MS	October 2017 Dec 2017 Feb 2018 March 2018 May 2018 July 2018 February 2018 April 2018

	Learning Mentor support for both parents and pupils Emotional Literacy tests implemented, analyses and support prioritised	Emotional literacy assessments indicate key areas that need to be addressed	Learning Mentor timetable of session Performance reviews Emotional Literacy termly progress data	ZR/SP	Autumn 2017 Spring 2018 Summer 2018
	Nurture Programme/ Park Rangers	Identified pupils for support. Timetable of 1:1 sessions based on need. Implement Nurture Programme on a weekly basis Park Rangers – new initiative introduced which aims at promoting leadership and responsibilities	Learning Mentor timetable of session Performance reviews Emotional Literacy termly progress data	ZR	Autumn 2017 Spring 2018 Summer 2018
To give Disadvantaged Pupils learning experiences beyond the classroom	Subsidise trips/visits and Y6 residential	Giving PP experiences beyond their usual environment will broaden their opportunities to develop interest and aspirations	Monitor attendance	MS	Autumn 2017
To provide learning opportunities for parent/carers, to enable them to support their children more effectively	Homework club Parental workshops Learning Mentor support	Parents uncertain about how best to support their children with their learning. Guidance and support to be offered. Opportunities to be provided to encourage parents to attend homework club Homework is not consistently carried out	Regular meetings Attendance Register at homework club and Parent workshop Class teacher monitor homework completion	MS	Autumn 2 2017 Spring 1 2018 Spring 2 2018 Summer 1 2018 Summer 2 2018
Web based learning for Disadvantaged pupils	Bug Club – Grammar TT Rockstars SPAG My Maths	Opportunities for pupils to extend their learning within and out of school	Monitor PP pupils accessing web based learning monthly	MS	Autumn 2017 Spring 2018 Summer 2018
Sub total					16,750
Total budgeted cost					£80,650

5. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Impact and Next Steps	Cost
To improve Maths/English progress across KS1 and KS2	<p>To ability set across key stage 2 and provide additional teaching</p> <p>To provide additional teachers in Maths across KS2</p>	<p>The percentage of our Disadvantaged Pupils reaching the expected standard in reading equals that of All Pupils nationally and exceeds the figure in SPAG in Year 6. The gap between the disadvantaged pupils and their peers at school and nationally in scaled scores is not substantial but their poor performance in maths has impacted heavily on the combined score. There remains an attainment gap between the Disadvantaged Pupils and their peers and provision for disadvantaged pupils remains a key priority for development within the School Development Plan.</p> <p>Whilst in Year 1 and Year 5, disadvantaged pupils (minus SEN) outperform ALL pupils in their cohort, in all other year groups, there remains a considerable gap in reading, writing and maths. Reading data across Key stage 1, Year 3 and 5 can be identified as the strongest academic subject when compared to writing and maths.</p>	<p>2017 saw a dip in maths results in most year groups across the school, reflecting the increased challenges within the new curriculum. This is being addressed through a return to mixed ability classes, high quality staff training and workshops for parents.</p> <p>Maths interventions to be planned and related to pupil needs</p> <p>Booster classes/ Tuition to be matched to needs and in groups and to run in spring term</p> <p>Many Disadvantaged pupils face additional personal challenges and in order to reach their full academic potential a full programme of support for their social, emotional and mental health needs to be in place. In addition to a school policy for promoting positive mental health needs to be devised and implemented in next academic year</p>	£12,000
	To implement smaller phonic groupings across KS1	<p>2017 Phonics screening results are in line with National Data</p> <p>Y1 Phonic Screening St Bernadette's – 80% National – 81%</p> <p>Y2 Phonic Screening St Bernadette's – 92% National – 92%</p>	<p>New groupings effective.</p> <p>New approach to phonic intervention (1; 1 and three times a week) successful.</p> <p>To continue phonic groupings and 1;1 intervention across FS2 and KS1</p>	£11,200 £5,870

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Impact and Next Steps	Cost
To improve attainment for Disadvantaged Pupils	TA Action plan devised and implemented detailing support and strategies for identified pupils in each class	Attainment to improve in reading, maths and writing in each year group. Interventions to be timetabled to ensure continuity and progression	Data outlines focus for next academic year to be on maths Consistent approach needed across year groups Action plan to be devised and implemented by Class teacher in collaboration with TA to ensure an improved outcome Performance Management and performance reviews related to raising attainment across the school	£6,130
	Numicon delivery Target groups	To promote engagement and participation in maths lessons To consolidate on Mathematical knowledge and skills	Partly successful. Pupils becoming reliant on apparatus and not fully prepared for formal assessments. Intervention group to be replaced with Catch up Maths intervention next academic year	£3500
	Aspire Learning 1 hour weekly	To attend club regularly and to complete homework	Number of pupils attended very low. Greater Parental involvement needed. Pupils to be targeted to attend. Invitations to be sent home. Contact to be made with parents encouraging participating. To be offered on a day when no other after school clubs are available- Fridays	£2500
To increase participation of Disadvantaged Pupils in sporting provision	Sport provision for Disadvantaged pupils	To increase participation in sporting activities, after school activities and representing school in competitions	After school clubs available to all Disadvantaged pupils. Questionnaire findings indicate pupils would like additional PE sessions. To be continued next year.	£2,750

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Impact and Next Steps	Cost
To improve well-being of Disadvantaged Pupils	Staff Champion Project	<p>Positive responses from both pupils and staff for being part of Pupil Premium Champion project (81% - questionnaires positive response, Well-being questionnaires given at the start of project and at the end of academic year indicate overall an increase in positive outcomes for pupils; pupils know where they can receive support and know that there is someone there to support them if needed.</p> <p>All staff members (81%) involved stated that this was an effective system and would want to continue this next year.</p>	<p>Staff Champion Project to be extended across Key stages as at present Y4 – Y6</p> <p>Additional sessions per year – Staff members felt that sessions should be extended to one per half term which would help to develop the relationship between champion and pupil.</p> <p>Staff members to be assigned pupils within their Key stage as this would allow check in time to happen</p> <p>Flexibility to be incorporated into timetable to allow individual and group session</p> <p>Guidance to be provided for new members of staff</p> <p>To introduce/implement Well-Being Creative Afternoons. Six half termly creative afternoons focussing on social, emotional and communication skills. Activities to be wide ranging and age appropriate</p> <p>Well-being Mornings - Saturday morning well-being sessions (2 sessions this academic year) Activities to be a mixture of arts and crafts, life skills such as cooking and sewing, camp craft, physical activities that promote team building, drama and music. Parents to be invited to participate. Questionnaire sent to parents of disadvantaged pupils to gauge interest.</p> <p>To promote greater parental engagement in school community events</p>	£5,700
To improve well-being of Disadvantaged Pupils	Learning mentor work with target Disadvantaged pupils	Emotional Literacy assessment indicate positive impact on identified pupils. Sessions timetabled for 3 hours per week x 38 weeks	Successful approach, identifying pupils who need support and aspects of emotional literacy to focus on. This needs to continue but reviewed frequently over a term to readily identify support needed.	£17, 100

To improve well-being of Disadvantaged Pupils	Play-zone To provide teacher/LM led lunchtime supervision	To encourage collaboration and team building with identified pupils. To provide support and guidance when dealing with conflicts/disputes	Initial impact from pupils involved indicated successful approach, over the course of the year the majority of pupils did not want to attend and wanted to be fully integrated on playground at lunch. Academic year 2017-2018 it was decided not to implement Play zone. To be reviewed on half termly basis	£3,350
	HLTA dedicated Forest facilitator for Year 3	To encourage collaboration, team building, confidence and leadership skills	Forest school is enjoyed by Year 3 pupils. Issues arisen this academic year relate to transport, staffing and impact on school day. To investigate using own school facilities from spring 2018. Staff member left at end of academic year therefore need to train new Forest Facilitator	£5,320
Total budgeted cost				£79,170