

Pupil Premium Strategy Statement: St. Benedict's Catholic Primary School



1. Summary information					
Academic Year	2018-19	Total PP budget	£21,760	Date of most recent PP Review	January 2019
Total number of pupils	210	Number of pupils eligible for PP	15	Date for next internal review of this strategy	March 2019

2. Attainment 2017 (Based on year 6 results)					
St. Benedict's figures for pupils eligible for PP (5 chn)			National figures for pupils not eligible for PP		
% achieving expectations in Reading	80%		% achieving expectations in Reading	75%	
% achieving expectations in Writing	60%		% achieving expectations in Writing	78%	
% achieving expectations in Maths	80%		% achieving expectations in Maths	76%	
% achieving the Higher Standard in Reading	40%		% achieving the Higher Standard in Reading	28%	
% achieving the Higher Standard in Writing	40%		% achieving the Higher Standard in Writing	20%	
% achieving the Higher Standard in Maths	40%		% achieving the Higher Standard in Maths	24%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
i	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
ii	Limited speech and language skills which impacts on learning.
iii	Poor learning skills. Eg organisation, commitment, resilience.
iv	Gaps in prior learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
v	Consistent attendance and punctuality.
vi	Access to resources, such as books, libraries, life experiences (especially cultural).
vii	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
viii	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
viii	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve expected levels in maths, reading and writing and combined attainment at end of Key Stages across the school.	Pupils achieve (<i>or exceed</i>) expected levels in maths, reading and writing and make (<i>or exceed</i>) expected progress in combined attainment.
B.	Higher rates of progress, particularly across KS2, for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability to make at least progress equivalent to 'other' pupils identified as high ability, across Key Stage 2 in Maths, Reading and Writing. Measured in Y3, Y4, Y5 and Y6 by teacher assessments and successful moderation practices established across Zone 2.
C.	Improve speaking, listening and understanding skills for pupils eligible for PP in Y1 and Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention.
E.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (<i>or exceed</i>) expected progress.
F.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (94.3%) to be in-line with the 97% target for all children.
G.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

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5. Planned expenditure						
Academic year 2018-19						
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?	Cost
A Improve combined attainment at end of Key Stages across the school.	Analysis of combined data Pupil progress meetings with teachers Pupil conferencing between teacher and pupil	Selected using evidence of effectiveness.	The school monitoring cycle will continuously evaluate provision.	SMT	Termly	£5040
						£1871
A Improve combined attainment at end of Key Stages across the school	Electronic devices to enhance learning opportunities for pupil premium pupils across the school.	According to the Sutton Trust, different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more. There is moderate impact for high cost based on extensive evidence.	SENCO to monitor the progress of the children accessing the technology provided.	ICT Lead		
	Ipads to support children with dyslexia.					£100
	Electronic devices to support children with bespoke programmes. Ipad apps to be purchased. CPD on use of Ipads.					£100

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<p>B Higher rates of progress, particularly across KS2, for high attaining pupils eligible for PP.</p>	<p>CPD on stretch and challenge Challenge through the following programmes: MYG DigiLeaders, Primary Maths Challenge, MGGS: Thinking skills workshop, Literacy at Secondary</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all teachers and TAs in practices to provide stretch and encouragement for these pupils.</p>	<p>Children selected using evidence of achievement and potential based on end of KS outcomes (EYFS/KS1/KS2). SLT time used to develop subject leader analysis to demonstrate impact and moderate Gap analysis of targeted pupils shared with school tutors</p>	<p>Deputy Head</p>	<p>Termly</p>	<p>£150 £750 £225 £600 (Supply Cover)</p>
<p>C To improve language skills (speaking and understanding) for Reception / Y1 Children.</p>	<p>Early Speech referrals to S&L Y4 mentors</p>	<p>We want to invest some of the PP in longer-term change which will help all pupils. Many different evidence sources suggest that poverty of language is a key barrier to achievement at all levels, particularly for children who are disadvantaged.</p> <p>Research by Shirley Clarke suggests that talk partner work, 'Provides more opportunities for quality speaking and listening in the classroom.' We have implemented 'Mati's Mentors' with a significant focus upon pairing children with poorer language skills with those who are articulate in order to provide good role models.</p> <p>RWI selected using evidence of effectiveness. Lessons from RWI</p>	<p>After referral ensure that all staff are aware of S&L feedback in order that consistent ways forward for all children who present a S&L difficulty are deployed.</p> <p>Ongoing observations and teacher meetings to discuss, celebrate and adapt specific approaches to teaching.</p>	<p>Head teacher SENCO EYFS and Y4 teachers English Lead</p>	<p>Termly Termly Termly</p>	<p>£400 £600 £600 £389</p>

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	Read Write Inc Programme	training embedded in classroom practice.	English Lead to observe RWI sessions and deliver training when needed.			
A For PP pupils in Year 6 to make (or exceed) expected progress	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	The school monitoring cycle will continuously evaluate provision.	Head teacher	Termly	£2600
E TA support within lessons to improve understanding of learning in reading, writing and maths	TA training – Precision teaching, social stories Weekly TA meeting with Deputy Head to oversee implementation of interventions.	Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	Meetings with Deputy Head to discuss strategies employed and data analysis using Target Tracker.	Deputy Head	Weekly	£297 £300
B To improve mathematical skills in KS2	Additional CPD training on Bar Modelling. Purchase Mathletics for the whole school. Purchase Times Tables Rock Stars	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. Mathletics selected using evidence of effectiveness.	Monitoring of books. Follow up INSETs on bar modelling techniques. Promote Mathletics in assemblies, Mathletics achievement display board and lunchtime club. Promote Times Tables Rock Stars.	Deputy Head	Half-Termly	£150 £985 £110

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		Times Tables Rock Stars selected using evidence of effectiveness.				
Total budgeted cost						£15, 267
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?	
D For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Group based on nurture principles Lego therapy	Marion Bennathan and Marjorie Boxall 'Effective intervention in Primary School: Nurture Groups' 2012	Attendance will be monitored.	SENCO	Termly	£2400 £1500
E For identified gaps in learning to be addressed.	Varied interventions (<i>according to need</i>) to be provided. (E.g. Fine motor skills, sensory circuits, RWI Speed sounds)	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: <input type="checkbox"/> Pupils having clear goals/objectives. <input type="checkbox"/> Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Progress will be checked half-termly.	KS Leaders	Half-Termly	£100 / day x 6 Supply Cover = £600

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D For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.	Attendance will be monitored.	Headteacher	Termly	£29 a week x 23 weeks= £667
Total budgeted cost						£5,167
iii. Enrichment and experiences						
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?	
G For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in cultural visits. Eg: to London, local museums, places of worship, residential trip etc.	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Deputy Head EVC Lead	Yearly	£800
Total budgeted cost						£800
iv. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review	

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			implemented well?		implementation?	
D Address wellbeing issues for PP pupils so that all children demonstrate positive learning behaviours	Provide clothing for PP children without uniform.			Head teacher	Termly	£50 x 2 = £100
Improved enrichment opportunities for Pupil Premium children.	Fund after school extra-curricular clubs (E.g. Gillingham Football Club, Gymnastics, Multi Sports club, Magical Maths) Support external club membership (E.g. Purchase Beaver uniform)	The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment opportunities	Monitoring by the SMT.	Headteacher	Termly	£2.50/wk x 6 wks = £15 £90 a term £90 x 8 = £720 £26.50
F Increased attendance rates.	Attendance Practitioner employed to follow up quickly on absences/hold parent meetings for persistent non-attenders. Reward outstanding attendance (100%) with a special gold badge. The class with the best attendance win a trophy each week.	In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage 2. 'Regular attendance at school is crucial in raising standards of education and in ensuring every child can meet their full potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and <u>secondary</u> school.'	Thorough briefing of Attendance Practitioner about existing absence issues.	Head teacher	Termly	£143
A	School will open the school library for families to	Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged	Incentivising pupils to come.	Head teacher English Lead	Termly	£24 a wk x 5 wks = £120

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For disadvantaged pupils to access the school library to promote reading.	access before a school holiday to promote holiday reading. Staff will open the school during the Summer holidays to allow pupils to read, change books and do Accelerated Reader Quizzes.	pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.	Tracking attendance of pupils.		At the end of the Summer holiday.	£600
Total budgeted cost						£1709.50
1. Additional detail						
We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in all year groups and targeted groups in the afternoons. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.						
TOTAL PUPIL PREMIUM SPEND						£22,943.50

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6. Review of expenditure: Academic Year 2018-19						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost		
ii. Targeted support						
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost		
iii. Other approaches						
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost		