



St Winefride's Catholic Academy
IMPACT REPORT ON PUPIL PREMIUM 16-17
& PUPIL PREMIUM STRATEGY 17-18

YEARS	2016-17	2017-18
Total amount of PPG received	£139,280	£116.160

<p>Y6 had the highest number of pupils in the school who met the criteria for disadvantaged. An extra teacher was added in Y6 to provide smaller mixed ability maths lessons in order to pick up instantly on misconceptions and drive improvement. This allowed us to challenge the more able disadvantaged pupils who needed stretching to achieve their full potential.</p> <p>Greater pupil –teacher ratio improved the quality and regularity of feedback and so improved learning. (P.S. & D.B.)</p>	£35,000
<p>*Y2 had the next highest number of disadvantaged pupils, therefore we added an extra full time teacher to KS1 to provide intervention and extra teaching to ensure the gap is closed before moving onto KS2. (J.V)</p>	£26,000
<p>*Specialist assessment, diagnosis and reports for disadvantaged pupils with a Dyslexic profile.</p>	£15,500
<p>*Investment in extra resources for intervention schemes, the main one being Nessy, an IT programme to support independence in Reading and Spelling.GL assessment for Reading Diagnostics was bought to drill deeper into areas of weakness and provide focused intervention to strengthen them.</p>	£12,028
	£12,000
<p>* T.A. so existing skilled staff could deliver intervention programmes successfully.</p>	
<p>* Funding extra music lessons and extra-curricular music.</p>	£5,000
<p>* Providing free after school activities –Multi sports, gymnastics, dance.</p>	£2,000
<p>*Free uniform vouchers.</p>	£3,500
<p>*Subsidised residential visits</p>	£3,000
<p>*LAC Interventions- T.A. precision teaching, 20-20 Reading, and bespoke programs.</p>	£4200
<p>*Top sliced to LA £ 500 per child for Virtual Head.</p>	£1500
<p>*Homework club afterschool for A.M.</p>	£1,520
<p>*Individual Transition programme to secondary school for disadvantaged pupils with SEBD and Bfd SEBD team support. This was added to our initial plan to address the needs of a group of boys in Y6 who were in danger of becoming disaffected during the move to the next phase of their education.</p>	£20,000
TOTAL	£141,298

IMPACT OF PUPIL PREMIUM SPENDING 2017 ON DISADVANTAGED PUPILS

NB The DFE requirement is that we compare OUR **MOST DISAVANDTAGED** to **NATIONAL MOST ADVANTAGED** pupils.

ACTION for 2017-18

KEY INDICATORS	No of disadvantaged pupils	No of disadvantaged pupils meeting Expected Standard	
EYFS GLD		Sch %	
Y1 PHONICS	7	6 out of 7 86%	Ensure the one child who did not meet the pass mark does so by end of Y2.
Y2 PHONICS	11	10 out of 11 98%	Pupils not meeting pass mark have additional needs. Ensure a specific support programme in LKS2.
END OF KEY STAGE 1 READING	11	9 out of 11 82 %	2 children, (3 for writing) will need support to close the existing gap between them and their peers. Extra support, via quality first or intervention programmes will be implemented.
END OF KEY STAGE 1 WRITING	11	8 out of 11 73%	
END OF KEY STAGE 1 MATHS	11	9 out of 11 82%	
END OF KEY STAGE 2 READING	12	9 out of 12 75%	
END OF KEY STAGE 2 WRITING	12	9 out of 12 75%	
END OF KEY STAGE 2 MATHS	12	9 out of 12 75%	
END OF KS2 Reading Writing and Maths Combined	12	8 out of 12 67%	

360.degrees responsibility	
Identify. Target. Individual Strategy. Monitor.	
Identify.	In 2017-18 all staff working with the child will be aware of who attracts the PP funding and expected to take shared responsibility so that pupils are supported 360 degrees. Teachers will also identify barriers to learning for individuals. Teachers will identify which disadvantaged pupils have potential to be high attainers.
Target	Set aspirational Targets, (what can be achieved if barriers are removed), for individual disadvantaged pupils for next academic year and end of next key stage. Share with child, parent and team.
Implement Strategy	Specific strategies to be implemented with the child and parents to overcome specific barriers to learning. Staff will coach those children at the end of a key stage in how to address their barriers, giving them responsibility for learning and retention of information and skills. Developing a growth mind-set and “Barrier-Busting”. The additional of a part time teachers will be focused on intervention programs to close gaps in learning.
Monitor	SLT will seize all opportunities to monitor progress and standards for Disadvantaged pupils reporting to Governors in conjunction with school’s Monitoring Calendar. Close monitoring; SLT- Half term monitoring of progress and standards for Disadvantaged pupils and report to Governors termly. Middle leaders- Weekly monitoring and report to SLT each half term. Teachers –ongoing assessment and report to phase-leader at least half termly.

How we will spend our Pupil Premium in school 2017-18

* An extra teacher in Y6 to provide smaller mixed ability maths lessons in order to pick up instantly on misconceptions and drive improvement proved very effective in 20117 –we will continue with this.	£35,000
* An extra part- time teacher in KS1 to provide intervention and extra teaching to ensure the gap is closed before moving onto KS2.	£20,000
* Specialist assessment, diagnosis and reports for disadvantaged pupils with a Dyslexic profile.	£15,500
* Continue to fund specialist resources and intervention programmes to support children who are falling behind.	
* T.A. so existing skilled staff could deliver intervention programmes successfully.	£11,500
* Teacher to deliver active lessons to close gaps and interventions.	£30,300
* Funding extra music lessons and extra-curricular music.	£13,000
* Providing free after school activities –Multi sports, gymnastics, dance.	£8,000
* Free uniform vouchers.	£4,000
* Subsidised residential visits	£5,000
* LAC Interventions- T.A. to deliver precision teaching, 20-20 Reading, and bespoke programs.	
* Post Lac support	£8,200
* Top sliced to LA £ 500 per child for Virtual Head.	£1500
* Individual Transition programme to secondary school for disadvantaged pupils with SEBD.	£20,000
	£117,000