

St Benedict's Pupil Premium Statement

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2017-18 the Pupil Premium allocation is £1329

It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility
(DfE Website)

At St Benedict's Mrs Taberner, Headteacher, has overall strategic responsibility for this area. She is supported by the Deputy Head, Mrs Fisher.

Mrs Crooks is the school's Pastoral Manager, and she monitors the attendance and wellbeing of pupils with a specific focus on those in receipt of Pupil Premium funding

The Governors Standards Committee meets at least twice a year to monitor and review impact of provision. A governor is allocated to be Pupil Premium champion each year and is currently Mr Donnellan

1. Summary information					
School	St Benedict's Catholic Primary				
Academic Year	2017-18	Total PP budget	£51160	Date of most recent PP Review	Sept 17
Total number of pupils	205	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	83%	
Expected progress in reading	2.8	
Expected progress in writing	1.0	
Expected progress in maths	-1.4	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Attainment on entry is below national average in the majority and in some instances significantly below	
B.	Poor language acquisition due to limited experiences in early childhood and beyond	
C.	Limited life experiences and lack of stimulation in home environments	
D.	Parental engagement with school and children's learning is inconsistent across the school – low aspiration and expectation of children from home	
E.	Limited perseverance, resilience and aspiration	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Poorer attendance and punctuality	
G.	Parental aspirations are low for a significant group	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	In school attainment and progress gap is closing between disadvantaged children and other pupils in every year group	Every year group shows the in school gap is closing

B.	Improved speech and language acquisition in the Foundation Stage and KS1	Good progress demonstrated in assessment showing improvement from starting point. Writing attainment is increased
C.	Wide range of activities provided for all children to enhance the curriculum. Targeted children to attend specific extra curricular events	Increase levels of aspiration and engagement. Improved attainment and progress
D.	Increased parental engagement of Pupil Premium families with children's learning	Questionnaires show high level of satisfaction of families. Improved attendance at parents' evening.
E.	Increased levels of resilience and perseverance	Lesson observations and pupil discussions show a marked improvement
F.	Improve attendance and punctuality of all pupil premium pupils	Attendance and punctuality percentages will improve for all PP children
G.	Identify and support families and children with Early Mental Health issues	Pastoral support and Early Help provided with impact

5. 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?
Continue to increase the percentage of pupil premium pupils who are working at ARE and above in Reading, Writing and Maths at KS1 and KS2	SLT to monitor standards and identify areas of success to share across school. Progress meetings to focus on PP attainment – especially those who are not SEN.	All children are monitored closely at Pupil Progress meetings . Maintain emphasis on standards for PP children in progress meetings Highlight pupil premium children who are of higher ability- provide challenge to aim for the higher scores.	SLT report to governors on spending and its effectiveness.	JT CF DD	January 2018 April 2018 July 2018 Cost: £20,000
Quality first teaching- never less than good. Effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.	Bespoke curriculum planned to stimulate all children but especially the pupil premium children.	Most vulnerable children to be taught by highest quality staff each day. Use of formative assessment and quality feedback proven to aid progress (EEF)	Half termly progress meetings. SLT to track progress of PP children specifically. Provision map for each class to identify how weaker areas will be supported and higher ability children will be challenged. Lesson observations, work scrutiny and pupil discussion.	JT All staff	November 2017 March 2018 June 2018 Cost: £ 10,000

To improve Maths outcomes for PP children across school	White Rose Maths scheme implemented with a focus on reasoning and mastery	Staff meetings and inset to develop teacher knowledge and ability to deliver a maths curriculum which ensures children are developing number skills at mastery level	Class teachers to assess effectively and use information to inform planning. SLT to analyse data half termly- monitoring progress of PP children specifically Provision map for each class to identify clear plan to improve writing for vulnerable children- including more able. Class teachers to monitor via team work scrutiny	JT DD CF	November 2017 March 2018 June 2018 Cost: £1,000
To improve oracy and writing in KS1	Talk rich curriculum in Reception and Key stage 1 to develop vocabulary and sentence structure	Jane Considine and Mighty Writer resources to support staff to develop writing skills	Class teachers to assess effectively and use information to inform planning. SLT to analyse data half termly- monitoring progress of PP children specifically Provision map for each class to identify clear plan to improve writing for vulnerable children- including more able. Class teachers to monitor via team work scrutiny	CF AS JS AH	November 2017 March 2018 June 2018 Cost: £2,000
Develop teaching and learning through Film Club	Through Whole Education membership develop teachers skills in questioning, and other pedagogy	Quality first teaching is becoming increasingly Outstanding across KS1 and KS2 as a result in teachers evaluating their own practice and that of their colleagues	Lesson observation are outstanding - Teachers are sharing good practice	JT AH MA	December 2017 April 2018 July 2018 £3000
Total budgeted cost					£46,000

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?
Improve writing attainment in Years 1 & 4	Extra TA support within English lessons Focus on specific children on specific objectives – linked to whole class theme	Prior 1:1 support and small group work – removal from the class – did not achieve the improvements hoped for. Issues with lack of application once back in class and lack of cohesion of objectives between 1:1 and class work. .	Lesson observation Work scrutiny Progress meetings Pupil discussion	JT CF	January 2017 April 2017 July 2017 £10,000
Improve support and provision for children with Speech and Language development issues	Mighty Writer and Jane Considine vocab development IDL programme implemented for specific children Specific literacy support – FFT, phonics, GW,GR	Teaching focused on vocabulary and talk rich literacy lessons IDL – assesses each child and provides specific intervention. Early intervention using proven programmes and approaches	Progress meetings SEN surgeries and data analysis TA intervention records	CF	PP meeting Cost: £2,000 Termly
Improvements in speech and language in the early years	Base line assessments	Improvements in speech and language lead to improvements in participation and ability to access the curriculum.	Early years lead to monitor Included in progress meeting discussions	JS	Through half termly progress meetings
Improvements in PP writing in the early years	Story scribe, Outdoor writing opportunities – writing shed, new areas developed.	Improvements in PP children achieving ELG in writing	Early years lead to monitor and discuss with SLT	JS	Through termly progress meetings November 2017 March 2018 June 2018 – data analysis
Total budgeted cost					£12,000

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?
Improved mental health and well-being of PP children to allow better access to curriculum and build resilience and perseverance	Nurture sessions Therapeutic group and 1:1 sessions Social skills groups 1:1 Mentoring Play Therapy Counselling	Mental health issues, dysfunction and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning effectively.	Use of effective assessments at start of support followed by timely assessment of progress. Provison map in place – focus on outcomes in both attitude and achievement	JT CF JC	Termly review and progress meeting Cost: £10,000
Improve attendance and punctuality of PP children	Rigorous monitoring of attendance data. Clear system of warning letters and parent meetings in place Early Help assessment where necessary followed by Startwell referral if necessary Rewards system in place Penalty notice system in place via LA	PP children have poorer attendance than non PP children. and is often cohort specific. Improved attendance leads to improved attainment. Children with punctuality issues often miss phonics and are therefore at risk of not passing phonics check or meeting end of year writing requirements.	HT to work directly with families and Pastoral Team to ensure success	JT JC	Fortnightly review of individual children and half termly school analysis.

<p>Parental engagement in specific projects to improve the attainment and progress of pupil premium children</p>	<p>Literacy parent workshops EYFS play bag sessions Parent craft sessions Use Orbit in EYFS Use of social media to improve knowledge of curriculum and enrichment.</p>	<p>Direct link with parental engagement and attainment and attendance Improved literacy of families will help them to support their children more effectively</p>	<p>Monitored by SLT via feedback and questionnaires</p>	<p>JT JC CF</p>	<p>April 2018 July 2018</p>
<p>Widen pupil experiences – raise aspiration</p>	<p>Achievement Awards Performances in school Enterprise visits to businesses Maths Roadshows Science events Trips and visits linked to curriculum Attendance awards Subsidise Y6 residential Subsidise some school trips Music lessons subsidised</p>				<p>Cost: £ 5,000</p>
Total budgeted cost					£15,000

6. Review of expenditure

Previous Academic Year		2016-17		
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Raise attainment in Reading Writing and Maths including Higher ability	Differentiated input Higher TA ratio in specific classes Intervention groups Booster classes	Attainment of PP children is at least in line with National Average including those reaching the higher grades	Positive approach with proven outcomes – Quality First Teaching most effective with interventions being most effective for SEN in addition to main teaching	32000 (contribution)
Enriching Curriculum	Resources purchased to support curriculum	Relevant curriculum for St Benedict's children	Good quality stimuli supports learning and inspired children – specifically boys	3,000
Extended school support	Trips, music lessons and residential paid for	Children's wider curriculum experiences developed and opportunities to extend vocabulary	Positive impact on individual children with limited opportunities beyond the school gate	5,000
Pastoral Manager	Support for families, Early Help, Nurture and Mental Health groups	Ensure children and families are supported and be prepared for learning including absence management	Very positive impact specifically on attendance behaviour and mental health of children	11,900