

## Pupil Premium Strategy Statement: St Benet's RC Primary School 2017/2018

1. Summary Information					
School	<b>St Benet's RC Primary School</b>				
Academic Year	<b>2017/2018</b>	Total PP Budget	<b>£11,880</b> <b>(9 x £1,320)</b>	Date of Most Recent PP Review	<b>24/11/17</b>
Total number of pupils in the school	<b>87</b>	Total number of pupils eligible for PP	<b>16</b>	Date of next internal review of this strategy	
		Free School Meals (FSM)	<b>12</b>		
		Ever 6	<b>3</b>		
		Service	<b>0</b>		
		LAC (Post)	<b>1</b>		

### 2. St Benet's Statement on Pupil Premium Funding

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible (or who have been eligible at any point in the last six years) for free school meals (FSM), are looked after, or have parents currently in the Armed Forces. In 2016-17 the funding per child is £1320.

At St Benet's we support all our pupils; we are committed to ensuring that the teaching and learning opportunities meet the needs of all pupils, in particular those who are vulnerable or socially disadvantaged pupils. One of our key priorities is that any gaps in the performance of vulnerable pupils, and that of other pupils, is narrowed and ultimately closed. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners, as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

The progress of all pupils, including pupils identified as being vulnerable (SEND, FSM, EAL, LAC) is rigorously and regularly tracked. Regular Pupil Progress meetings between teachers, Leadership Team and the Head teacher focus specifically on the progress of vulnerable pupils. Actions and interventions are agreed and the impact of these assessed termly. The Senior Leadership team, including the SENCO, work closely together on planning the provision for vulnerable pupils and monitor the impact of all interventions.

### **3. Current Attainment and Progress – 2016/2017**

#### Attainment (ARE – Age Related Expectations)

	Working Below ARE	Working At or Above ARE	No Data
Reading	32%	36%	32%
Writing	57%	11%	32%
Maths	32%	36%	32%

#### Progress – Years 1-6.

	Made Below Expected Progress	Made Expected or Above Expected Progress (Above)	No Data
Reading	0%	65% (53%)	35%
Writing	18%	48% (12%)	35%
Maths	0%	65% (53%)	35%

### **4. Desired Outcomes for Academic Year 2011/2018**

	Desired Outcome and How Will be Measured	Success Criteria
A	Improved attainment of PP pupils across Reading, Writing and Maths. Measured through attainment evidence, recorded on Pupil Asset. Monitored at regular intervals through the year during Pupil Progress meetings.	A greater % of PP pupils achieve ARE.
Impact (End of 2017/2018)		

B	<p>A greater percentage of PP pupils make above expected progress, in order to narrow the gap in attainment between PP pupils and their peers.</p> <p>Progress measured via Pupil Asset.</p> <p>Progress monitored at Pupil Progress meetings termly, so slow progress can be identified and challenged.</p>	<p>All PP pupils to make expected progress, and an increase in the percentage of children making above expected progress.</p>
Impact (End of 2017/2018)		

### **5. Action Plan to Achieve Desired Outcomes (including expenditure)**

<b>Intended/Desired Outcome</b>	<b>Suggested Approach/Action</b>	<b>What is the evidence?</b>	<b>How will this be monitored?</b>
<p>Greater % of PP Pupils achieving ARE for reading.</p> <p>Greater % of PP Pupils making above expected progress for reading.</p>	<p>PP pupils who are working at a level below ARE to be targeted through a daily reading intervention to a TA/Teacher/Helper.</p> <p>PP pupils in Reception/Yr 1/Yr 2 to receive targeted phonics interventions.</p>	<p>Log to be kept of when children are heard read and by whom.</p> <p>Log to be kept of children's progress through book band colours/levels.</p> <p>Records of phonic assessments to be kept, including KS1 Phonic Check practices/official test.</p>	<p>Pupil Progress meetings to identify any pupils working below ARE.</p> <p>Intervention then put in place. Subsequent pupil progress meetings to identify if intervention working/needs altering.</p>
<b>Impact</b>			

<p>Greater % of PP Pupils achieving ARE for Maths.</p> <p>Greater % of PP Pupils making above expected progress for Maths.</p>	<p>PP pupils who are working at a level below ARE to be targeted through targeted Maths intervention lead by TA/T.</p> <p>Daily Maths intervention – run by TA’s in Math’s session.</p>	<p>Log of intervention to be kept.</p> <p>Attainment data on Pupil Asset showing greater levels of attainment.</p> <p>Pupil Asset data shows expected/above expected progress.</p> <p>Standardised Maths tests.</p>	<p>Pupil progress meetings identify pupils working below ARE.</p> <p>Subsequent pupil progress meetings monitor children’s attainment/progress in order that interventions can be altered if required.</p>
<b>Impact</b>			
<p>Greater % of PP Pupils achieving ARE for Writing.</p> <p>Greater % of PP Pupils making above expected progress for Writing.</p>	<p>PP pupils who are working at a level below ARE to be targeted through in class TA support.</p> <p>Group of PP pupils in KS2 identified and supported by a TA in twice weekly intervention.</p> <p>KS1 Pupils supported in a weekly intervention with teacher.</p>	<p>Progress and attainment evidenced through data on pupil asset.</p> <p>Log of interventions to be kept.</p> <p>Writing books show evidence of progress and improvement in writing standards – teacher assessment.</p>	<p>Pupil progress meetings identify pupils working below ARE.</p> <p>Subsequent pupil progress meetings monitor children’s attainment/progress in order that interventions can be altered if required.</p>
<b>Impact</b>			
<p>Good attendance and punctuality for PP pupils.</p>	<p>Breakfast club offered for free for PP pupils to ensure punctual arrival and help parents with other commitments regarding drop off.</p>	<p>Attendance reports/Registers.</p> <p>Breakfast club register.</p>	<p>Attendance monitored by EWO every two weeks. Letters sent to parents informing of poor attendance. PP Pupils monitored specifically. (DA responsible).</p>
<b>Impact</b>			

Improved self-esteem and self-confidence for children whom this identified as potentially problematic.	<p>Happy to be me intervention programme offered to those children who may benefit.</p> <p>Support from YMCA support worker provided to those children and families who may benefit from additional support.</p> <p>Free access to clubs offered to increase participation.</p>	<p>Records kept on who support is offered.</p> <p>Anecdotal evidence through teacher observations.</p>	Children to monitor these children in class for increased participation, confidence in joining in.
<b>Impact</b>			
<b>Maintain high standards of behaviour/improve behaviour of children if required to be in line with school rules and expectations. Particularly controlling and managing emotions in an appropriate manner.</b>	<p>Support from YMCA support worker in how to control emotions and how to express self appropriately.</p> <p>Support in class from TA as needed.</p>	<p>Less reported incidents involving children.</p> <p>Teachers' anecdotal evidence of improved behaviour.</p>	Teachers to monitor behaviour in class for improvements.
<b>Impact</b>			
<b>All children accessing wide curriculum, including extra-curricular opportunities and educational trips/visits.</b>	All pupil premium children offered funding for trips/visits/extra-curricular clubs to ensure full participation in school life.	<p>All children access educational visits and trips.</p> <p>Higher uptake of extra curricular opportunities.</p>	Participation in clubs recorded.