

“Christ at our Heart”

St William's

Catholic Primary School



Pupil Premium Strategy Statement

Summary Information

<u>School</u>	St William's Catholic Primary School	<u>Total PP Budget</u>	£101100
<u>Academic Year</u>	2017/2018	<u>Number of pupils eligible</u>	62
<u>Total number of pupils</u>	180	<u>Date of Internal PP Review</u>	January 2018

Whole school 2017 overview

Reading, Writing and Maths - Year 6			Reading, Writing and Maths – Year 2			Good Level of Development		
St William's	National	School Gap	St William's	National	School Gap	St William's	National	School Gap
64	61	3	54	64	10	52	69	17

2017 Attainment- Pupil Premium

Reading			Writing			Maths		
No of Pupils	St William's %	National %	No of Pupils	St William's %	National %	No of Pupils	St William's %	National %
Expected	70	72	Expected	70	76	Expected	80	75
Greater Depth	20	25	Greater Depth	20	18	Greater Depth	30	23

Barriers to Future Attainment

In School Barrier	
A	Reading progress for PP pupils from Key Stage 1 to Key Stage 2
B	Progress of Most Able pupil PP pupils across school
C	Every PP pupil to make good progress across school
D	Resilience, confidence and tackling the unknown for all Key Stages (PP and on-PP)
E	Parental engagement for PP pupils - awareness of end of year expectations
F	Pastoral needs of all PP children and sometimes their families

Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
A	Increased % of reading progress across EYFS Key Stage 1 and 2	Pupils eligible for PP make good progress by the end of the year so that the % of pupils reaching/exceeding age-related expectations increases (with a particular focus on Years 1, 2 and 3)
B	Accelerated rates of progress across KS 1 and 2 for higher attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and Writing. Measured in Years 1-6 by teacher assessments and successful moderation/validation across the Bradford and Keighley Catholic Schools Partnership and Local Area Partnership
C	Pupil progress monitored and addressed	Pupils eligible for PP in all year groups make good progress by the end of the year so that the % of for PP pupils at age related increases.
D	Resilience, confidence and tackling the unknown addressed	Develop Kagan collaborative learning and resilience work to improve how pupils tackle new challenges
E	Increased Parental Engagement for pupils eligible for PP	Parents of PP pupils aware of age-related expectations and home/school can help pupils.
F	Pastoral needs of PP pupils met.	Contented and happy children.

Planned Expenditure

Quality of teaching for all

Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
A. Increased % of reading progress across Key Stage 1 and 2 and Grammar.	Staff Training on phonics, reading and Grammar. New approach to reading/comprehension 'Reciprocal Reading' that results in more answers being written that provides ongoing evidence.	Data suggests that PP pupils are capable of accelerated progress. Higher ability PP pupils across KS2 need to be stretched to achieve exceeding statements.	English lead to monitor progress on a half termly basis. Monitor all aspects of English in all classes. Track expected /exceeding progress for 2018	Marie Buttery TLR English Lead Andrew Bastable DH	January 2018
B Accelerated rates of progress across KS 1 and 2 for higher attaining pupils eligible for PP	IT resource Cracking Comprehension in place for Y1 - Y6.	We want to train all teachers to be focussed on curriculum content in their year group to provide stretch and encouragement Learning and Teaching Document in place.	Staff Meetings/Moderation. Starting the lesson with a reading text (via Wordsmith). Grammar in back of Children's exercise books. Guiding reading books in place. Ensure that reading assessments are carried out more frequently (PIRA termly) and are evidence based.		

			Pupils Breakfast/ After School Reading Provision		
D. Resilience, confidence and tackling the unknown addressed	<p>CPD on Kagan collaborative learning approaches.</p> <p>Philosophy for Children (P4C)</p> <p>Effective coping strategies</p> <p>Learning and Teaching document in place.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>EEF toolkit suggests that metacognition is an effective way to improve attainment, and it is suitable as an approach that we can embed across school.</p>	<p>Inset selected using evidence of effectiveness.</p> <p>Staff Meetings to deliver training.</p> <p>Peer observations to embed learning.</p> <p>Book scrutiny and Pupil Conferencing.</p>	<p>Subject Leaders</p> <p>Paul Urry</p> <p>Andrew Bastable</p> <p>Anne Rowan</p>	January 2018
Total budgeted cost					£48,100

Targeted support

Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
A. Increased % of reading progress across Key Stage 1 and 2	<p>1-1 and Small group provision</p> <p>Catch up Readers / Volunteer Reading Programme</p> <p>Comprehension groups(YARC) Differentiated phonics. Library area outside Y6. Books updated. Grammar and phonics training for all staff.</p>	<p>Some of the students need targeted support to catch up.</p> <p>Programmes selected have been evaluated and shown to be effective by others in the Teaching Alliance.</p>	<p>Organisation of timetable to ensure staff delivering provision have sufficient delivery time.</p> <p>Standardised assessment at the beginning (PIRA)</p> <p>Consult local school with high % of attainment in reading to identify barriers/implementation.</p> <p>Each Y6 child to be designated an adult (mentoring)</p> <p>Pupil Conferences by SLT</p>	<p>Marie Buttery</p> <p>Class Teachers</p> <p>SLT</p>	January 2018
B. Improved progress for higher attaining pupils in maths and reading.	<p>Weekly small group sessions in maths, reading for high-attaining pupils with experienced teachers, in addition to standard lessons.</p> <p>Setting in Year 6</p>	<p>We want to provide extra support to raise % of high attainers.</p> <p>Small group interventions with high quality staff have been shown to be effective, as discussed in reliable</p>	<p>Targeted teacher time support</p> <p>Peer- coaching for reading throughout school</p> <p>Impact overseen by Literacy/Numeracy Lead</p> <p>Teaching assistant CPD (Phonics)</p>	<p>Anne Rowan Maths Lead Marie Buttery English lead.</p> <p>Paul Urry to take G and T maths in Y6</p>	January 2018

	<p>Outstanding Teaching INSET</p> <p>Learning and Teaching document completed. Written Calculations extended in Y6.</p> <p>Learning Mentor in Y6.</p> <p>TLR - Experienced Teacher in Y6.</p> <p>All phonics and spelling groups differentiated.</p>	<p>sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>All groups are making good progress.</p>	<p>Staff Meeting/ Moderation/ Bradford and Keighley CSP Moderation Meetings</p> <p>Monitoring of PP children each half term by clas teacher and termly through pupil progres meeting with SLT.</p>		
Total Budgeted Cost					20000

Other Approaches

Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
E. Increased Parental Engagement for pupils eligible for PPG	<p>Assertive Mentoring home/school communication.</p> <p>Parental sessions to provide practical ways that parents can support their children.</p> <p>AB and TB in playground each day to be visible to parents.</p> <p>Encourage parents to attend parents evenings and all Assemblies.</p> <p>Parent involvement worker to monitor need of PP families. Intervention groups identified through ongoing assessments.</p>	<p>EEF toolkit gives Parental engagement gain of 3 months</p> <p>Promote continuous communication.</p>	<p>Mentoring sessions set – Termly overviews on progress and targets set.</p> <p>Case Studies/Pupil Progress meetings</p> <p>Lesson stay opportunities for parents</p> <p>Reminders on newsletters and texts.</p> <p>Standard improve of all PP children.</p>	<p>Parent Involvement Worker</p> <p>Learning Mentor SLT</p>	January 2018

Pastoral needs of PP pupils met.	Purchasing school uniforms. Subsidise: Breakfast club, Residential, Educational visits, Educational reources, Learning Mentor Role, Mental Health Champion, Parental Involvement	Need of families, Deprivation indicators,	Improving the quality of life experiences and aspirations for all PP pupils	AC TV AB TB PP JE SLT	Jan 18
Total Budgeted Cost					£33000