



Pupil Premium Strategy Statement - St Sebastian's Catholic Primary School



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Pupil Premium Strategy Statement - St Sebastian's Catholic Primary School



1. Summary information					
School	St Sebastian's Catholic Primary School				
Academic Year	2017/18	Total PP budget (predicted 17/18)	£80360.00	Date of most recent PP Review	October 2017
Total number of pupils	261 pupils as at 19/01/17	Number of pupils eligible for PP	61 as at 19/01/17	Date for next internal review of this strategy	March 2017

2. Current attainment (Ks1)												
Pupil Premium Attainment numbers based on July 2017 Ks1 Data & Provisional LEA / National Data (Sept 2017)	<i>Pupils eligible for Pupil Premium</i>						<i>Pupils not eligible for Pupil Premium</i>					
	School		Local Authority		National Average		School		Local Authority		National Average	
	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS
% achieving in reading, writing and maths	25%	0%	38.8%	1.8%			69.2%	15.4%	58.5%	6.4%		
% making progress in reading	75%	0%	52%	7.7%			84.6%	26.9%	71.9%	19%		
% making progress in writing	25%	0%	44%	3.1%			69.2%	19.2%	62.1%	9.2%		
% making progress in maths	100%	25%	52.5%	6.2%			84.6%	26.9%	71.5%	14.5%		

3. Current attainment (Ks2)												
Pupil Premium Attainment numbers based on July 2017 Ks2 Data & Provisional LEA / National Data (Sept 2017)	<i>Pupils eligible for Pupil Premium</i>						<i>Pupils not eligible for Pupil Premium</i>					
	School		Local Authority		National Average		School		Local Authority		National Average	
	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS
% achieving in reading, writing and maths	33.3%	0%	38.6%	1.7%			85.2%	18.5%	62.6%	6.5%		
% making progress in reading	100%	33.3%	54.2%	10.4%			96.3%	55.6%	73.2%	22.8%		
% making progress in writing	33.3%	0%	54.2%	5.8%			85.2%	22.2%	75.4%	12.4%		
% making progress in GPS	100%	66.7%	58.6%	14.7%			92.6%	85.2%	79.5%	32.1%		
% making progress in maths	100%	33.3%	58.6%	10.5%			92.6%	66.7%	77.5%	24.3%		

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading skills - poor reading / comprehension skills has a detrimental effect on accessing KS2 mastery curriculum expected standards, especially greater depth of understanding.
B.	Focus on higher-order mathematical problem solving skills & times-tables for Ks2 pupils.
C.	Spelling skills - poor spellings skills has a detrimental effect on accessing KS2 mastery curriculum expected standards (GPS & Writing).
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance/Parental engagement - small percentage of parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration.
E.	Social and Emotional Wellbeing of Children - Small group of pupils require additional support due to the impact of their vulnerability and the negative impact this has on their academic performance.
1. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Higher rates of progress for lower attaining pupils (eligible for PP) across Ks2.	Pupils eligible for PP identified as lower attainers to make sufficient progress across Key Stage 2 in reading. Measured in Y3, 4, 5 and 6 by teacher assessments, formal NfER Assessments and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Assessment Pilot Project.
B.	Higher rates of progress across Ks2 Maths for pupils eligible for PP.	Pupils eligible for PP, across Key Stage 2 to make sufficient in maths. Specialised interventions to be administered and resources to be allocated. Effective CPD for Ks2 staff. Measured in Y3, 4, 5 and 6 by teacher assessments, formal NfER Assessments and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Assessment Pilot Project.
C.	Improved progress of spelling which impacts on improved Grammar & Writing progress & attainment.	Pupils eligible for PP, across Key Stage 2 to make sufficient in spelling as a standalone subject and its impact within grammar and writing. Specialised interventions to be administered and resources to be allocated. Effective CPD for Ks2 staff. Measured in Y3, 4, 5 and 6 by teacher assessments, formal NfER Assessments and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Assessment Pilot Project.
D.	Improved levels of attendance	To achieve target of 98% for all pupils. Further develop Attendance Officer role, increase engagement with hard to reach parents. Review and devise attendance incentives to motivate pupils to increase attendance and punctuality. Target in-term holiday absences to prevent impact on education and persistent absentees. Succession planning. Development of Governor role to support attendance, with introduction of parental & pupil contracts.
E.	Social and Emotional Wellbeing of Children.	Further development of database providing base line and impact of specific interventions. Improved wellbeing is reflected in pupils assessment questionnaire and interaction with the curriculum and overall confidence levels. Use of School Family Support Worker to work alongside parents.

5. Planned expenditure – 2017 - 2018

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?																																	
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	<p>To fund extra staff allocated according to the need of specific cohorts.</p> <table border="1"> <thead> <tr> <th>St Seb's</th> <th>Teacher</th> <th>LSA</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td></td> <td>1 x FT £17300</td> </tr> <tr> <td>Y5</td> <td></td> <td>1 x 0.2 £3460</td> </tr> <tr> <td>Y4</td> <td></td> <td>-</td> </tr> <tr> <td>Y3</td> <td></td> <td>-</td> </tr> <tr> <td>Y2</td> <td></td> <td>1 x 0.6 £9900</td> </tr> <tr> <td>Y1</td> <td></td> <td>-</td> </tr> <tr> <td>FS</td> <td></td> <td>1 x 0.2 £3460</td> </tr> <tr> <td>Intervention (Ks1)</td> <td></td> <td>1 x 0.6 £9900</td> </tr> <tr> <td>Readers</td> <td></td> <td>3 x PT £18000</td> </tr> <tr> <td>1-1 (Ks1)</td> <td></td> <td>1 x PT £6500</td> </tr> </tbody> </table>	St Seb's	Teacher	LSA	Y6		1 x FT £17300	Y5		1 x 0.2 £3460	Y4		-	Y3		-	Y2		1 x 0.6 £9900	Y1		-	FS		1 x 0.2 £3460	Intervention (Ks1)		1 x 0.6 £9900	Readers		3 x PT £18000	1-1 (Ks1)		1 x PT £6500	<p>Accelerated levels of Achievement & Attainment at the End of Year & End of Key Stage</p> <p>Additional support for pupil with severe needs.</p>	<p>Consistent monitoring by SMT Serutiny of Data Observations Performance Management</p>	JD & GBK	Termly Review of Impact (December Review, February Interim Testing)
St Seb's	Teacher	LSA																																				
Y6		1 x FT £17300																																				
Y5		1 x 0.2 £3460																																				
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All staff equipped with knowledge and skills to deliver high quality teaching and	Directing teaching & support staff on to relevant courses hosted by the LA ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques. Co-	Award status (LCQM) reflects the commitment across the Federation to high quality teaching &	More focused and robust monitoring by SMT / Co-ordinators. Using Google Does for analysis	SLT & MM	Accreditation of Award As appropriate																																	

learning in the New Curriculum.	ordinators ensuring progression of subject by directing staff.	learning through the emphasis on staff CPD. Continue to improve trends and narrow the gap between PP & Non-PP.			
Total budgeted cost					£ 68620.00
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?
Empower children within their learning. Focus on accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	<u>Interventions:</u> 1 st Class @ Writing (Pirate Crew) - no cost Read 2 Write - no cost 1 st Class @ Number2 (£825) + cover for 1 teacher £145 (Y3/4) SRP - no cost Precision Teaching - no cost Booster Basic Skills - no cost	Delivery of key skills in writing - related to adventure stories Innovative small group intervention for children to make sufficient progress.	Monitoring by subject co-ordinators	MR/JD & BH/LL	Ongoing
Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth	<u>Wellbeing:</u> Think Yourself Great - no cost Rainbows - no cost	Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning Philosophy for children - unable to deliver intervention to be a placebo school within the P4C Pilot Project.	Lead Practitioner to facilitate and evaluate Trial of Boxall / Pivats Assessments during Autumn Term 2017.	JH	After each course of sessions delivered

	Peer to Peer Massage - no cost Residential Pet - no cost Taxi's / Breakfast Club / Extended Schools etc (£8000)				
Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.	Employment of attendance officer (£11,000)	<ul style="list-style-type: none"> ➤ Liaise with parents regularly, ➤ Liaise with education welfare officer for more complex cases. ➤ Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this. ➤ Termly meetings / assemblies with children & parents to reinforce expectations & school protocol. ➤ Home visits to carry out spot-checks and collect children if appropriate. ➤ Issue penalty notices. ➤ Share attendance information with school, governors & community via newsletters, school websites and formal discussions. 	Regular meetings with line manager. Data analysis of improved attendance. We have taken the decision to implement a purposeful attendance tracking system, including regular data reports / case studies which informs SMT & other stakeholders about attendance concerns.	FT	Weekly updates Termly written reports.
Total budgeted cost					£ 19970.00
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?
Children develop skills of problem solving through chess sessions	Participation of Y5 pupils in weekly chess coaching sessions (£1100)	Accelerated levels of attainment and achievement -techniques to underpin problem solving	Monitoring by SMT	GD	End of year

Children develop skills of independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self confidence that translates into effective classroom learning.	Subsidise residential trips by 50% so it is accessible to lower income families: Colomendy & Gulmington Manner (£2300.51)	Inclusive residential trips - opportunities for all to experience different learning experiences	Risk Assessment Co-ordinating staff members Liaison with activity centres	As applicable: departmental leaders	Ongoing
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers (£3777.00)	Appreciation of music & skill to be taught effectively whilst addressing barriers to learning: low aspirations, narrow experiences outside of school life	Music co-ordinator	DG / EC	Ongoing
Accelerated progress of PP and Non PP children leading to improved outcomes across Y6 -SATs	Purchase of appropriate resources to support Homework Booster Club for Y6 (£670)	Improved resources to give focused learning. Extra teaching time to cover vast curriculum content in preparation for SAT	SMT to deliver with Y6 team	JD GBK	SATs outcomes at end of year
Total budgeted cost					£7847.51
Total cost for 2017 / 2018					£96337.51
2. Review of expenditure - please see additional pupil premium analysis overview displayed on school website.					
6. Previous Academic Year: 2016 - 2017			Pupil Premium Allocation: £106920		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	<p>To fund extra staff allocated according to the need of specific cohorts.</p> <table border="1" data-bbox="421 196 936 791"> <thead> <tr> <th>St Seb's</th> <th>Teacher</th> <th>LSA</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td></td> <td>1 x FT £17300</td> </tr> <tr> <td>Y5</td> <td></td> <td>1 x FT £17300</td> </tr> <tr> <td>Y4</td> <td></td> <td>-</td> </tr> <tr> <td>Y3</td> <td></td> <td>-</td> </tr> <tr> <td>Y2</td> <td></td> <td>1 x 0.6 £9900</td> </tr> <tr> <td>Y1</td> <td></td> <td>-</td> </tr> <tr> <td>FS</td> <td></td> <td>1 x 0.5 £6500</td> </tr> <tr> <td>Intervention (Y1, 3, 4, 5)</td> <td></td> <td>2 x PT £8650 + £7000</td> </tr> <tr> <td>Readers</td> <td></td> <td>3 x PT £18000</td> </tr> <tr> <td>RR</td> <td>1 x 0.5 £10025</td> <td></td> </tr> </tbody> </table>	St Seb's	Teacher	LSA	Y6		1 x FT £17300	Y5		1 x FT £17300	Y4		-	Y3		-	Y2		1 x 0.6 £9900	Y1		-	FS		1 x 0.5 £6500	Intervention (Y1, 3, 4, 5)		2 x PT £8650 + £7000	Readers		3 x PT £18000	RR	1 x 0.5 £10025		This has had a great impact on social and academic progress for all children.	Highly effective with a positive impact on specific cohorts and vulnerable groups. Funding for extra teaching staff in year 2 and year 6 have proven to be highly effective with impact on achievement and attainment being evident in End of Year Statutory Assessments, with both key stages exceeding national standards in reading, writing and maths.	
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All staff equipped with knowledge and skills to deliver high quality teaching and learning in the New Curriculum	Directing teaching & support staff on to relevant courses hosted by the LA ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques. Co-ordinators ensuring progression of subject by directing staff.	A high level of commitment across the Federation to high quality teaching & learning through the emphasis on staff CPD. All teaching staff felt empowered with knowledge and skills to address the requirements of the New Curriculum. Whole school INSET focused on developing mathematical subject knowledge and ideas for learning activities, which will be implemented within the curriculum 2017-2018.	All teaching staff and LSA's to continue to seek training to further skills and knowledge, improve CPD.	£23067																																	
			Total:	£117742.00																																	
ii. Targeted support																																					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																	

<p>Empower children within their learning. Focus on accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.</p>	<p><u>Interventions:</u></p> <p>1st Class @ Writing (Dragon Hunters-£850) + cover for 1 teacher £145</p> <p>1stClass @ Number2 (£825) + cover for 1 teacher £145</p> <p>1st Class @ Writing (The Pirate Crew-£850) + cover for 1 teacher £145</p> <p>SRP - no cost</p> <p>Precision Teaching - no cost</p>	<p>Due to staff illness etc, we had to restructure support staff according to the needs of the children. Training was fragmented across the Federation therefore unfortunately, the desired focus was not manageable.</p> <p>Intervention cancelled.</p> <p>Targeted children made rapid progress in order to achieve expected standard.</p> <p>Successful interventions reflected in individual progress.</p>	<p>Sharing knowledge of interventions was not effective due time constraints and logistics of distance between two sites being unmanageable.</p> <p>NA</p> <p>Highly effective. Regular evaluation needed especially for those whose progression was not immediately evident. To be continued throughout 2017-2018.</p> <p>ALL LSA's to receive training from the English co-ordinator lead</p>	
<p>EYFS - Accelerated progress of PP and Non PP children leading to improved in FS and KS1</p>	<p>Early Years Boys Writing Project (£825)</p> <p>Selected member of staff to attend LA training and disseminate Action Plan to FS & KS1 staff</p>	<p>Successful project lead by English co-ordinator. Managed well across both sites.</p> <p>Lots of oracy and role-play opportunities ensured that children were engaged and enthusiastic about writing.</p>	<p>To continue strategies adopted from the project.</p>	
<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p><u>Wellbeing:</u></p> <p>Think Yourself Great - no cost</p> <p>Philosophy for children - no cost</p> <p>Rainbows - no cost</p> <p>Peer to Peer Massage - no cost</p>	<p>Due to staff illness etc, we had to restructure support staff according to the needs of the children. Training was fragmented across the Federation therefore unfortunately, the desired focus was not manageable.</p> <p>Those interventions that were delivered were very successful within children showing improved confidence.</p>	<p>More evaluative approach for the forthcoming year needed - use of diagnostic assessment (geared specifically towards assessing the progress of our children's well-being i.e. BOXALL / PIVATs).</p> <p>Compare diagnostic tools with in-house pupil questionnaires</p>	

	Residential Pet - no cost	Assessment Tracking systems did not match our need so we developed our own bespoke system.	for comprehensive well-being assessment. Questionnaires & tracking must be administered, monitored and analysed by designated intervention lead.	
Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.	Employment of attendance officer (£11,000)	<ul style="list-style-type: none"> ➤ Liaise with parents regularly, ➤ Liaise with education welfare officer for more complex cases. ➤ Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this. ➤ Termly meetings / assemblies with children & parents to reinforce expectations & school protocol. ➤ Home visits to carry out spot-checks and collect children if appropriate. ➤ Issue penalty notices. ➤ Share attendance information with school, governors & community via newsletters, school websites and formal discussions. 	<p>Regular meetings with line manager. Data analysis of improved attendance is too cumbersome therefore a more streamline approach is needed.</p> <p>Term-time holiday pattern remains therefore we need to target these families.</p> <p>Regular reports / case studies to SMT & other stakeholders.</p>	
			Total:	£14785.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact. Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Empower children within their learning. Focus on accelerated progress of PP and Non PP children leading to improved outcomes literacy and drama skills	Participation of Y5 pupils in Shakespeare Project (£1800)	The quality of teaching and direction was not of the standards of previous years therefore children were, at times, disengaged.	The project was less impactful this year therefore the decision was made to not partake in the project next academic 2017 - 2018; although SMT will consider theatre experiences for children.	

Children develop skills of problem solving through chess sessions	Participation of Y5 pupils in weekly chess coaching sessions (£900)	Accelerated levels of attainment and achievement - techniques underpinned problem solving and concentration	Monitoring by SMT Sessions to continue next year	
Children develop skills of independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self confidence that translates into effective classroom learning.	Subsidise residential trips by 50% so it is accessible to lower income families: Golomendy & Lockerbie (£1500)	Inclusive residential trips - opportunities allowed for all to experience different learning outdoor experiences	Continue to target and offer earlier intervention (financial / language) to any family who have been reluctant to allow their children to experience a residential trip.	
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers (£11296)	Appreciation of music & skill to be taught effectively whilst addressing barriers to learning: low aspirations, narrow experiences outside of school life	Music co-ordinator	
Accelerated progress of PP and Non PP children leading to improved outcomes across Y6 -SATs	Purchase of appropriate resources to support Homework Booster Club for Y6 (£600)	Strong evidence of accelerated progress for PP and non PP children	Excellent, highly effective strategy to continue next year	
Total:				£16096.00
Total Cost for 2016 - 2017				£148,623.00

3. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.
Our full strategy document can be found online at: www.asehoolsch.uk