

Pupil Premium Strategy Statement.

1. Summary information					
School	St. Bede's Catholic Primary School				
Academic Year	2017-18	Total PP budget	£12,180	Date of most recent PP Review	07/2017
Total number of pupils	420	Number of pupils eligible for PP	11	Date for next internal review of this strategy	07/2018

2. Current attainment		
	<u>Pupils eligible for PP*</u> <i>*2 PP pupils in Year 6 and 9 in Years 1-5</i>	<u>Pupils not eligible for PP</u> <i>(National Average)</i>
Yr 6 SATS results at end of 2017		
% achieving ARE or above in reading, writing & maths	100% (2)	TBC
% achieving ARE in reading	100% (2)	TBC
% achieving ARE in writing	100% (2)	TBC
% achieving ARE in GPS	100% (2)	TBC
% achieving ARE in maths	100% (2)	TBC
% of pupils in Yrs 1-5 achieving age related expectations at the end of 2017	<u>Pupils eligible for PP</u>	<u>Non PP pupils at St Bede's</u>
% achieving ARE in reading	78% (7)	92%
% achieving ARE in writing	67% (6)	92%
% achieving ARE in maths	78% (7)	92%
% achieving ARE or above in reading, writing & maths	67% (6)	90%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Challenging home learning environments	
B.	Low Emotional Literacy	
C.	EAL issues that create barriers to learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Liaison between home and school will be strong; homework completed on time; access to wider curriculum.	Subject attainment in line with national
B.	Children attitudes to learning and learning behaviours within the classroom and at home will improve.	Subject attainment in line with national
C.	Language skills will increase enabling children to access their learning within the wider curriculum.	Subject attainment in line with national
D.	Children's attendance at school will be in line with school and national expectations.	All children will have a 96% attendance.

5. Planned expenditure					
Academic Year		2017-2018			
The following actions and approaches will be carried out by the SENCO and an additional teaching assistant who will be employed specifically to work alongside Pupil Premium pupils.					
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	Review
All pupils achieve attainment in line with school and national	Gaps analysis; pupil progress meetings	Emphasis on rapid progress and gaps in learning improves teachers' pedagogy when addressing learning needs and planning for	Phase Leader; KS2 leader and SLT observation and data analysis	HT/Inclusion lead	There were 10 pupil premium children on roll in 17/18. Of these

All pupils achieve attainment in line with school and national expectations.	Teachers sharing good practice.	Coaching and mentoring within phases enables teachers to learn from each other.	Phase Leader; KS2 leader and SLT observation and data analysis	HT/Inclusion lead/PP TA	<p>the number who achieved expectations by the end of the year were as follows:</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>No</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>R W M</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>5</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>6</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Of the 10 PP children, some had SEN issues, which meant that they were working below expectations.</p>	Yr	No	Reading	Writing	Maths	R W M	EYFS	0					1	1	1	1	1	1	2	2	1	1	1	1	3	1	1	1	0	0	4	1	1	1	1	1	5	2	0	1	1	0	6	3	3	3	2	2
Yr	No	Reading	Writing	Maths		R W M																																															
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5	2	0	1	1	0																																																
6	3	3	3	2	2																																																
All pupils achieve attainment in line with school and national expectations.	Personalised support for PP pupils	PP children will benefit from additional adult support via a specially employed teaching assistant. PP TA will develop personal learning plans for PP children who are falling behind.	HT will liaise with Inclusion lead to ensure plans are in place, reviewed and appropriate.	Inclusion lead																																																	
Total budgeted cost					£1,000																																																

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	Review
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Identified children to make 6 steps of progress this year.	One-to-one targeted support.	Impact is striking when 'catch up groups' are delivered frequently and consistently. Daily opportunities to practice key skills and embed knowledge.	AHT and Inclusion lead will liaise closely with TA's delivering the intervention and class teachers; tracking progress.	HT and Inclusion lead	<p>PP children made on average, the following progress rates:</p> <table border="1" data-bbox="1765 220 2098 619"> <thead> <tr> <th>Yr</th> <th>No</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>1</td> <td>5</td> <td>7</td> <td>7</td> </tr> <tr> <td>2</td> <td>2</td> <td>5</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>3</td> <td>1</td> <td>6</td> <td>6</td> <td>5</td> </tr> <tr> <td>4</td> <td>1</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>5</td> <td>2</td> <td>2.5</td> <td>3</td> <td>3</td> </tr> <tr> <td>6</td> <td>3</td> <td>6.3</td> <td>6.7</td> <td>6.7</td> </tr> </tbody> </table> <p>Progress was generally good. Of the 10 PP children, some had SEN issues, which meant that they were working below expectations.</p>	Yr	No	Reading	Writing	Maths	EYFS	0				1	1	5	7	7	2	2	5	4.5	4.5	3	1	6	6	5	4	1	6	6	6	5	2	2.5	3	3	6	3	6.3	6.7	6.7
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Children are more emotionally articulate thus promoting positive learning behaviours.	One-to-one targeted support.	Targeting ELSA intervention and Talking drawing Counselling is giving trained teachers vital opportunities to model positive anger management and learning behaviours. Progress data for PP children last year showed that this approach had a good impact: average steps progress in year – maths – 5.2 (55% made 6+); reading – 5.5 (73% made 6+); writing – 5.2 (73% made	AHT and Inclusion lead will liaise closely with TA delivering the interventions.	HT and Inclusion lead	22% of PP children had ELSA input with significant impact. One child has been removed from 'concern' whilst another has shown significant improvements in behaviour.																																								
The school will be able to track provision for PP children and evaluate the effectiveness of support.	Develop PP provision map	The School needs to determine which PP children have received interventions/support and whether this has been successful or not. It also needs to quickly identify any PP pupils who are not achieving and put appropriate provision in place to support	HT will liaise with Inclusion lead to ensure plans are in place, reviewed and appropriate.	HT and Inclusion lead	Progress of our Pupil Premium children is monitored through our provision map which details curricular and extra-curricular support and children's learning outcomes.																																								
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	Review
Parents will have greater understanding of their children's educational needs and feel supported to be more involved.	Implement termly structured conversations with parents of PP children	Evidence suggests a strong partnership with parents will result in them being able to support their child's needs and further raise education aspiration in families.	HT to oversee the implementation of structured conversations	HT and Inclusion lead	A programme of structured conversations has been initiated to ensure parental understanding of processes in place to support our Pupil Premium children. This has had a positive impact, for example, with a Y6 parent becoming active within school to support her son's learning; we aim to further embed this over the coming year.
Attendance rates in line with national expectations.	Weekly celebration in assemblies and newsletters	Since its introduction last year a noticeable impact on attendance has been observed. 2015/16 PP average attendance=92.8% 2016/17 PP average attendance=95.7%	AHT will review attendance records half termly comparing Non PP and PP attendance averages and will continue to liaise with and support parents where attendance is causing a concern.	HT and Inclusion lead	Overall attendance of PP children was good at 95% last year, although it dropped from 97% the previous year. That said, the very low numbers of PP children meant that the 2% drop is statistically insignificant.
All children are given opportunities to access the wider curriculum; including residential trips; day trips and after school clubs.	Supporting parents financially, enabling children to access trips; clubs etc...	Children who have access to the wider curriculum develop more positive learning behaviours; directly impacting on learning and achievement.	SLT; KS leads and Class teachers will ensure that all children attend residential opportunities in Year 4 and 6; attend class trips and encourage participation in after school clubs.	HT and Inclusion lead	Achieved.
CPD is tailored to the emotional and learning needs of focus children.	Supporting and training those adults working directly with focus children. ELSA; Closing the Gap for PP children; Precision teaching MyTY Maths Training	Excellent subject knowledge and strategies has a direct correlation to excellent development of emotional and learning needs.	SLT and Inclusion lead to track the impact of the precision math teaching over a period of 10 weeks. SLT and Inclusion Lead to monitor the impact of training.	HT and Inclusion lead	One member of the support staff team completed ELSA training this academic year. Both members of the Inclusion Team completed 'Circle of Friends' training which will support children's emotional and learning needs.
Total budgeted cost					£3,500