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St Alban's Catholic Primary School - Pupil premium strategy statement



Summary information

School	St Alban's Catholic Primary School, Denaby Main, Doncaster DN12 4AQ				
Academic Year	2018 - 19	Total PP budget	£68,640	Date of most recent PP Review	July 2018
Total number of pupils	160	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2019

	Y6 Pupils eligible for PP (St Alban's)	All Y6 pupils at St Alban's	National Outcomes for PP	National Outcomes for all
% attaining expected standard in reading, writing and maths	78%	71%	49%	64%
% attaining expected standard in reading	89%	86%	63%	75%
% attaining expected standard in writing	78%	76%	67%	78%
% attaining expected standard in maths	89%	76%	62%	75%
% attaining higher standard in reading, writing and maths	0%	5%	-	-
% attaining higher standard in reading	22%	24%	-	-
% attaining higher standard in writing	22%	29%	-	-
% attaining higher standard in maths	0%	29%	-	-

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

A.	Higher ability pupils eligible for PP are not reaching higher combined outcomes throughout and at the end of KS2
B.	Pupils eligible for PP are not achieving higher outcomes in maths at the end of KS2.
C.	Combined ARE outcomes for PP children in Y3, Y4 and Y1 are over 10% lower than those in of non PP children.

External barriers *(issues which also require action outside school)*

D.	Attendance of PP children is lower than that of non-PP children at...
E.	Pupils eligible for PP entering school in FS2 have well below age related expectations in communication, literacy and language skills (100% below and well below ARE).

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher ability pupils eligible for PP are reaching higher combined outcomes throughout and at the end of KS2.	For pupils eligible for PP to meet the combined aspirational GD targets in of 100% in both Y5 and Y6.
B.	Pupils eligible for PP are achieving higher outcomes in maths at the end of KS2.	To meet aspirational target set of 100% higher ability PP children to achieve greater depth in Y5 and Y6.
C.	Pupils eligible for PP in Y2, Y5 & Y6 achieve combined outcomes at ARE similar to those who are not eligible for PP in 2018-2019	For pupils eligible for PP to meet the aspirational combined ARE targets set at 43% in Y2, 75% in Y5 and 67% in Y6.
D.	Attendance of pupils eligible for PP is in line with the attendance of non PP children and is at least school target of 96%.	Attendance of all children will meet target of 96% including PP children as a targeted group.
E.	Accelerated progress in standards of communication, literacy and language skills for FS2 pupils eligible for PP.	Children in FS2 who are eligible for PP have closer to age related expectations in CLL at the end of FS2 (50% at ELG for Communication and Language and 67% at ELG for Reading and Writing)

4. Planned expenditure					
Academic year	2018 - 2019				
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 ?
Higher ability pupils eligible for PP are reaching higher combined outcomes at the end of KS2.	<ul style="list-style-type: none"> Mastery approach to maths to continue with further development throughout school. Mastery approach to English (reading and writing) to develop throughout school. Smaller class sizes in KS2 with one year group per class. 1:13 max ratios in reading, writing and maths lessons every day. Higher ability boosters from January in 	<ul style="list-style-type: none"> National research findings, SSIF project and improvements in maths teaching and learning evidenced in school therefore lead maths teacher released from class to develop mastery approach in maths throughout school via a weekly monitoring, coaching and mentoring role. Deputy Head teacher/English lead to continue to monitor mastery approach in English and maths throughout school via a weekly monitoring, coaching and mentoring role. Children make more progress in smaller classes with higher ratios of adults to children. TAs positioned throughout school strategically to enhance accelerated learning for all with emphasis on teacher support for focus children and vulnerable groups – highlighted in planning and these are targeted in monitoring, moderation, pupil progress and performance management. Maths and English lead to deliver boosters in Y6 to complement Y6 teacher from January to raise attainment of all children Full time TA support in Y5 and Y6. 	<p>Weekly monitoring of teaching, learning and assessment linked to teacher standards</p> <p>Ongoing outcomes displayed in classroom and throughout school</p> <p>Half-termly monitoring through formative and summative assessments and moderation</p> <p>Termly through summative assessments, data analysis, pupil progress meetings and performance management appraisal reviews</p>	<p>C Brennan (Maths lead/ Y5 teacher)</p> <p>L Ebsworth (Deputy Head teacher/ English lead/ Y6 teacher)</p> <p>J Ayres (Head teacher)</p> <p>SLT (C Brennan/ L Ebsworth/ J Ayres)</p> <p>L Ebsworth (Deputy Head teacher/</p>	<p>Ongoing weekly monitoring</p> <p>Half-termly through assessments, moderation and CPD</p> <p>Termly through assessments, pupil progress, data analysis and performance management interim appraisals</p> <p>End of year outcomes and progress</p>

	<p>maths and reading.</p>			English lead/ Y6 teacher)	
<p>Pupils eligible for PP are achieving ARE or higher outcomes in maths at the end of KS2.</p>	<ul style="list-style-type: none"> • Mastery approach to maths to continue throughout school. • Smaller class sizes in KS2 with one year group per class. • 1:13 max ratios in reading, writing and maths lessons every day. 	<ul style="list-style-type: none"> • Deputy Head teacher & Maths lead to monitor mastery approach in maths throughout school via a weekly monitoring, coaching and mentoring role. • Children make more progress in smaller classes with higher ratios of adults to children. • TAs positioned throughout school strategically to enhance accelerated learning for all with emphasis on teacher support for focus children and vulnerable groups – highlighted in planning and these are targeted in monitoring, moderation, pupil progress and performance management. • Full time TA support in Y5 and Y6 	<p>Ongoing weekly monitoring</p> <p>Ongoing outcomes displayed in classroom and throughout school</p> <p>Half-termly through assessments, moderation and CPD</p> <p>Termly through assessments, pupil progress, data analysis and performance management interim appraisals</p> <p>End of year outcomes and progress</p>	<p>L Ebsworth (Deputy Head teacher/ English lead/ Y6 teacher)</p> <p>C Brennan (Maths lead and Y5 teacher)</p>	<p>Weekly monitoring of teaching, learning and assessment linked to teacher standards</p> <p>Half-termly monitoring through formative and summative assessments and moderation</p> <p>Termly through summative assessments, data analysis, pupil progress meetings and performance management appraisal reviews</p>
<p>Pupils eligible for PP in Y2, Y5 & Y6 achieve combined outcomes at ARE similar to those who are not eligible for PP in 2018-2019</p>	<ul style="list-style-type: none"> • Early identification of need through school assessment systems and procedures • Smaller class sizes in KS2 with one year group per class. • 1:13 max ratios in reading, writing and maths lessons every day. 	<ul style="list-style-type: none"> • Y2, Y5 and Y6 teachers planned focus support with smaller ratios in class to have maximum impact on all children in focus and/or vulnerable groups as well as tailored TA support (eg. pre-learn/gaps/consolidation or specific interventions) in addition to main reading, writing and maths lessons every morning. • Full time TA support in each of these classes with further SEN provision as additional support 	<p>Ongoing weekly monitoring</p> <p>Ongoing outcomes displayed in classroom and throughout school</p> <p>Half-termly through assessments, moderation and CPD</p> <p>Termly through assessments, pupil progress, data analysis and performance management interim appraisals</p> <p>End of year outcomes and progress</p>	<p>Y2, Y5 and Y6 teachers and SLT</p>	<p>Weekly monitoring of teaching, learning and assessment linked to teacher standards</p> <p>Half-termly monitoring through formative and summative assessments and moderation</p> <p>Termly through summative assessments, data analysis, pupil progress meetings and performance management appraisal reviews</p>
<p>Attendance of pupils</p>	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Children are aware of and can 	<p>Daily monitoring of attendance,</p>	<p>J Ayres</p>	<p>Half-termly and</p>

<p>eligible for PP is in line with the attendance of non PP children and is at least school target of 96%.</p>	<p>attendance prizes for individual children and classes</p> <ul style="list-style-type: none"> • Termly attendance prizes for children • Attendance tracked and displayed for whole school community to see • Raised profile through Assemblies • Updated policy and signed agreements with parents • Continue with regular attendance meetings and intense support for families of children who are persistent absentees as well as those who are frequently late 	<p>celebrate those achieving 100 % attendance</p> <ul style="list-style-type: none"> • Inter-class competition to drive attendance upwards with weekly awards • Maintain high profile and ensure all are aware of levels of attendance within school and where there needs to improvements • Maintain profile so children encourage each other and their parents to send them to school on time every day and attend every day • Supportive staff and procedures that are already proven and provide families with support they need to ensure they fulfil their duty to send their children to school on time daily 	<p>focusing on PA families and those with punctuality issues – daily phone calls</p> <p>Weekly updates for Attendance Team staff and celebrations within school so all school community are aware.</p> <p>Discussions with children about attendance and punctuality</p> <p>Monthly meetings and weekly/daily support offered – close tracking and monitoring</p>	<p>(Headteacher) and J Hays (Pupil Manager)</p>	<p>termly monitoring</p> <p>Weekly meetings</p>
<p>Accelerated progress in standards of communication, literacy and language skills for FS2 pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Early identification of needs through transition • Detailed assessments • Literacy rich provision indoors and outdoors • RWI to start in 	<ul style="list-style-type: none"> • Thorough transition throughout the Summer term with visits to settings and visits within St Alban's setting alongside numerous parental visits outlining support and expectations • On entry detailed assessments • Well organised, literacy rich provision to engage all learners in reading, writing and communicating through high quality continuous provision and adult-led learning • All staff RWI trained to ensure quality 	<p>Ongoing weekly monitoring</p> <p>Ongoing outcomes displayed in classroom and throughout school</p> <p>Half-termly through assessments, moderation and CPD</p> <p>Termly through assessments, pupil progress, data analysis and</p>	<p>SLT & EYFS staff</p>	<p>Weekly monitoring of teaching, learning and assessment linked to teacher standards</p> <p>Half-termly monitoring through formative and summative assessments and moderation</p>

1. Review of expenditure					
Previous Academic Year		2017 - 2018	BUDGET: £77,880	Number of pupils eligible for PP:59 (37%)	
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)		Actual Cost if different noted (Planned Cost)
	September for all children	first teaching and a consistent approach <ul style="list-style-type: none"> Tailored support for speech, language and communication needs. 	performance management interim appraisals End of year outcomes and progress		Termly through summative assessments, data analysis, pupil progress meetings and performance management appraisal reviews
Maths lead and Y2/Y5 & Y6 acceleration: English lead and Y2/Y5 & Y6 acceleration: Additional teaching expertise in KS2 Developing early communication, language, reading and writing in FS2: Y6 additional support and expertise Additional Teaching assistant support in focus classes					Total budgeted cost £ 25,412.00 £ 30,765.00 £ 16,997.00 £ 5,504.50 £ 9,381.60
Total budgeted cost					£88,060.10

<p>Higher ability pupils eligible for PP are reaching higher combined outcomes at the end of KS2.</p>	<ul style="list-style-type: none"> • Mastery approach to maths to continue with further development throughout school. • Mastery approach to English (reading and writing) to develop throughout school. • Smaller class sizes in KS2 with one year group per class. • 1:13 max ratios in reading, writing and maths lessons every day. • Higher ability boosters from January in maths and reading. 	<p>Success criteria: Pupils eligible for PP achieve combined higher standard target of 25% (2/8).</p> <p>Target partially met: End of KS2 Higher ability pupils attainment:</p> <ul style="list-style-type: none"> • Teacher assessment 1/1 100% achieved GD in RWM • End of KS2 test outcomes GD for Writing and Maths <p>End of KS2 PP combined RWM attainment at expected: 78%</p> <p>KS1 – KS2 Progress measures for PP are well above expected.</p> <p>KS2 outcomes:</p> <ul style="list-style-type: none"> • In year progress of PP children at expected levels throughout KS2 in RWM is on average at least good or better. • In year progress of PP children at higher levels throughout KS2 in RWM is on average at least good or better. • Combined outcomes for all year groups is significantly improved with 3 out of 4 classes at 65% combined RWM or above. 	<p>Mastery approach in maths and English has had a significant impact on progress and those achieving at higher levels. Resources and training have been afforded to this and this will be maintained.</p> <p>Smaller class sizes will be maintained as progress is a direct result of smaller ratios and focused identified and planned teacher support which has also been a direct positive impact is only possible with smaller class sizes.</p> <p>Higher ability boosters resulted in significantly greater outcomes at greater depth in reading, writing and maths at KS2 and KS1 and will continue in the next academic year.</p> <p>Consistent approach to teaching and learning, moderation of writing termly and the process we undertake to continue.</p> <p>In house coaching and mentoring system as well as weekly monitoring to maintain high standards and outcomes.</p> <p>5/6 weekly assessment procedures in place that enable close tracking and detailed data analysis of all pupils and vulnerable groups.</p>	<p>£38855.00</p>
<p>Pupils eligible for PP are achieving ARE or higher outcomes in writing at the end of KS2.</p>	<ul style="list-style-type: none"> • Mastery approach to English (reading and writing) to develop throughout school. • Smaller class sizes in KS2 with one year group per class. • 1:13 max ratios in reading, writing and maths lessons every day. 	<p>Success criteria: Pupils eligible for PP achieve writing targets set of 87% (7/8) at expected standard and 25% (2/8) at higher standard.</p> <p>Target met: Attainment - R – PP at expected - 89%, PP at GD 25% W – PP at expected - 78% (7/9 –Child joined in Y6 after targets set who was PP working at much lower levels in writing due to specific SEN in writing) PP at GD – 22% (3 PP achieved GD in GPS test) Original targets: PP at expected 7/8 87% and 2/8 25% were met.</p> <p>Progress – In year progress data for below expected PP in writing was well above average (7.00). In year progress data for expected PP in writing</p>	<p>Mastery approach in maths and English has had a significant impact on progress and those achieving at higher levels. Resources and training have been afforded to this and this will be maintained.</p> <p>Smaller class sizes will be maintained as progress is a direct result of smaller ratios and focused identified and planned teacher support which has also been a direct positive impact is only possible with smaller class sizes.</p> <p>Consistent approach to teaching and learning, moderation of writing termly and the process we undertake to continue.</p> <p>In house coaching and mentoring system as well as weekly monitoring to maintain high standards and outcomes.</p> <p>5/6 weekly assessment procedures in place that enable close tracking and detailed data analysis of all pupils and vulnerable groups.</p>	<p>£9839.40</p>

		was expected (6.00). In year progress data for higher ability PP was well above average (7.00).		
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
Pupils eligible for PP who join school later do as well as those children eligible for PP who are on roll before Y5 as measured in end of KS2 outcomes.	<ul style="list-style-type: none"> • Early identification of need through school assessment systems and procedures • Smaller class sizes in KS2 with one year group per class. • 1:13 max ratios in reading, writing and maths lessons every day. 	<p>Success criteria: All pupils eligible for PP who join school in Year 5 and 6 make at least expected progress in their time at St Alban's.</p> <p>Target met: Progress of mobile pupils who joined in Y5 and Y6 have made in year above average progress in RWM. R – 6.75 W – 6.95 M – 7.00</p>	<p>Tracking mobile and non-mobile pupils has focused the support needed for identified children ensuring they make significant levels of progress and has already started in the present Y5 class where mobile pupils have joined this year. Plans are in place to support further mobile pupils who will join in Y6.</p> <p>Consistent approach to teaching and learning, moderation of writing termly and the process we undertake to continue.</p> <p>In house coaching and mentoring system as well as weekly monitoring to maintain high standards and outcomes.</p> <p>5/6 weekly assessment procedures in place that enable close tracking and detailed data analysis of all pupils and vulnerable groups.</p>	£2586.90

<p>Pupils eligible for PP who also have complex special educational needs make accelerated progress in all areas.</p>	<ul style="list-style-type: none"> • Early identification of need through school assessment systems and procedures • SENDCO team to ensure children receive trained teacher and TA interventions every afternoon • 1:13 max ratios in reading, writing and maths lessons every day. • Tailored interventions, nurture and counselling within school to meet the needs of children with complex needs who also are PP children 	<p>Success criteria: All pupils eligible for PP with SEN make at least expected progress.</p> <p>Target met: Children with SEN who are PP have made the following in year progress- Reading – just below expected (5.22) 6.26 school average Writing – good (5.50) 6.01 school Maths – good (6.00) 6.32 school</p> <p>Ofsted April 18 – “Pupils who have special educational needs (SEN) and/or disabilities and those who have challenging behaviour are well supported and make good progress.”</p>	<p>The SEND team transitioned pupils into their new classes, worked with outside agencies and streamlined support so that specialist provision was delivered during foundation curriculum times and the support provided in the morning was tailored to RWM during the lesson each day so it was immediate and relevant and maximised learning time.</p> <p>Consistent approach to teaching and learning, moderation of writing termly and the process we undertake to continue.</p> <p>In house coaching and mentoring system as well as weekly monitoring to maintain high standards and outcomes.</p> <p>5/6 weekly assessment procedures in place that enable close tracking and detailed data analysis of all pupils and vulnerable groups.</p> <p>More pre-teach, GAPs sessions will take place next year to further close gaps and accelerate progress.</p>	<p>£20857.70</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Accelerated progress in standards of communication, literacy and language skills for FS2 pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Early identification of needs through transition • Detailed assessments • Literacy rich provision indoors and outdoors • RWI to start in September for all children 	<p>Success criteria: Children in FS2 who are eligible for PP have closer to age related expectations in CLL at the end of FS2 (2018 target in CLL: PP 17% ELG/83% 40-60 Sec, Literacy: PP 33% ELG and 67% 40-60 Sec).</p> <p>Target met: Attainment in CLL for PP – 33% (2/6) Attainment in Literacy for PP – 50% (3/6) In year progress of PP children in CLL – 6.00 expected In year progress of PP children in Literacy – 5.16 just below expected</p>	<p>Communication Fix a successful intervention – this will continue in EYFS and will commence in September as soon as baselines completed to ensure a greater impact on the new cohort.</p>	<p>£1859.27</p>
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