



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

1. <u>Summary Information</u>					
Academic Year	2016-2017	Total PP budget	£52,060 (to date)	Date of most recent PP Review	N/A
Total number of pupils	311 (+47Nursery)	Number of pupils eligible for PP	37	Date for next internal review of this strategy	June 2017

2. <u>Current Attainment</u>		
Based on 2016 results at the end of Key Stage 2	<u>Pupils eligible for PP (school)</u> <i>(national average)</i>	<u>Pupils not eligible for PP (school)</u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>43%</u> (39%)	<u>100%</u> (60%)
% achieving expected standard or above in reading	<u>38%</u> (71%)	<u>86%</u> (72%)
% achieving expected standard or above in writing	<u>63%</u> (79%)	<u>100%</u> (79%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>50%</u> (78%)	<u>100%</u> (77%)
% achieving expected standard or above in maths	<u>75%</u> (75%)	<u>100%</u> (75%)
Average scaled score: reading	<u>95.4</u> (103.8)	<u>106.3</u> (103.8)
Average scaled score: maths	<u>106.3</u> (100.6)	<u>103.1</u> (104.1)



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

3. <u>Barriers to Future Attainment (for pupils eligible for PP including high ability)</u>	
In-School Barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.21 (decile 4). We have an IMD of 4 (score: 22.6). 41% of our pupils live in decile 1-3 with 15% considered to be living in the most deprived areas nationally.
B.	Language Skills: Pupil Premium children do not perform as well as their peers in both Early Years and Year 1 Phonics
C.	Attainment on Entry: Data on entry to Nursery fluctuates each year with varying proportions of pupils entering school with knowledge and skills that are below those expected for their age. Each year, a small proportion of pupils enter Nursery with knowledge and skills which are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current Nursery baseline suggests that two fifths of the cohort are working below expectations. We also have a large number of SALT referrals.
D.	English skills: Currently there is a gap between the Pupil Premium cohort and their peers in both reading and writing
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance: Overall attendance half terms 1-4 in 2015-2016 for all pupils was 97.6%. FSM6 attendance for the same period was 96.7%, SEN (S/E) 95.4% and SEN (K) 97.8%. National attendance was 3.3% of FSM6 pupil were Persistent Absence (PA) across half terms 1-4 in 2015-2016 compared to 3.7% of all pupils and 20.5% of FSM pupils nationally and 8.2% of other pupils nationally.



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure the proportion of pupils in receipt of PP achieving the expected level of attainment in reading and writing by the end of KS2 is more in line with the national figures for non-PP.	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
B.	Continue to improve the proportion of pupils', in receipt of PP, attainment and progress in reading, writing and maths across the school.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
D.	Increase attendance rates for pupils eligible for PP across the school ensuring that they are more in line with non-PP children within school.	Overall attendance rates for pupils eligible for PP will improve to in line with other pupil groups.



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

5. Planned expenditure

Academic year

2016-2017

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 First Teaching

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
A. Improve attainment and progress in reading, writing, maths and GPS	Reduction of class sizes from January to May in Year 6 from 30 to 22. Employment of additional member of staff HLTA employed in KS1 Reception classes reduced to 22 and 23	Our Key Stage 2 results were above the national average in reading, writing, maths and RWM combined. GPS was higher. In Key Stage 1 SAT results were above national average in reading, writing and maths at expected level. Children in EYFS achieving a Good Level of Development was broadly in-line with the national average.	Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by Headteacher. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Termly data input and analysis. Termly pupil progress meetings with the Headteacher. Termly pupil progress meetings with the class teacher and all pupils individually.	Mrs Fallon (HT) Mrs Milner (DHT)	Termly pupil progress meetings with Headteacher Regular Book Scrutinies Termly data input and analysis Termly pupil progress meetings with pupils July 2017 final review



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Pupil Premium Champion enables the PP cohort to be closely monitor</p>	<p>Our Key Stage 2 results for disadvantaged children were below national disadvantaged children in reading and writing but equal in maths.</p> <p>In Key Stage 1 disadvantaged children attained higher than the national average in reading and maths but not in writing.</p> <p>In EYFS the percentage of disadvantaged children achieveing a Good Level of Development was below that of disadvantaged children nationally.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher and Pupil Premium Champion</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (Pupil Premium Champion and DH)</p> <p>Leadership Team</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2017 final review</p>
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St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: National Writing Project</p>	<p>Teaching over time is good as evidenced in pupils' books and the school's assessment information.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (DHT)</p> <p>Leadership Team</p> <p>All teaching and support staff</p>	<p>Termly monitoring calendar and T&L impact summary</p> <p>Appraisal midterm reviews (March 2017)</p> <p>July 2017 final review</p>
<p><u>Total budgeted cost</u></p>					<p><u>£2,867</u></p>



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

ii. Targeted support

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	<p>Continue to implement intervention sessions in KS1.</p> <p>Continue to implement targeted intervention sessions in KS2.</p> <p>Continue to implement targeted intervention sessions in EYFS.</p> <p>Fully fund 3 part time Grade 4 teaching assistant to continue to deliver targeted intervention programs across KS2 and Success @ Arithmetic.</p> <p>Maintain the additional Grade 4 teaching assistant to support teaching and learning in our current Key Stage 1 providing additional support for literacy and numeracy sessions as well as delivering targeted intervention programs within KS1.</p>	<p>In school data suggests that in 2015/2016 PP Children working at or above expected standards in Reading across the school increased from 66% to 86% over the year. The gap between PP and Non-PP reduced from 16% to 5%.</p> <p>In writing PP children working at or above expected standards increased from 66% to 74%. The gap between PP and Non-PP did not change over the year.</p> <p>In maths PP children working at or above expected standards increased from 69% to 86%. The gap between PP and Non-PP decreased from 7% to 0% over the year.</p> <p>Teachers and teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and intervention / catch up sessions.</p>	<p>Focused Leadership and Management time for Deputy Head to drive standards and impact on teaching and learning across the school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders.</p> <p>Regular book scrutinies.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Mrs Fallon (HT)</p> <p>Mrs Milner (DH)</p> <p>Leadership Team</p> <p>SENCO</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2017 final review</p>
<u>Total budgeted cost</u>					<u>£43,893</u>



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

iii. Other approaches

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p> <p>Subsidies for Trips and After School Club Milk Subsidy</p>	<p>Maintain and fully fund our free breakfast club.</p> <p>Maintain focused leadership and management time to continue to raise standards across the school.</p>	<p>We have introduced a <u>free</u> breakfast club from 8am every morning for Pupil Premium FS1 to Y6 pupils. We have a growing attendance at breakfast club (on average 20% of the school with 37% of PP cohort attending) and as a result our punctuality across the school has significantly improved.</p> <p>Overall absence for PP children has decreased from 4.6% in 2014/15 to 3.3% in 2015/16. The gap between PP children and the whole school has also decreased from 1.9% to 0.7%</p>	<p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views and discussions.</p> <p>Monitoring of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Weekly review of attendance.</p> <p>Regular review of attendance data, eg termly, disadvantaged pupils, PA.</p>	<p>Mrs Fallon(HT)</p> <p>Mrs Milner (DHT)</p> <p>Leadership Team</p> <p>Miss Coates (Breakfast Lead)</p> <p>Mrs Wigham (Business Manager)</p>	<p>Regular meetings with Breakfast Club Lead</p> <p>July 2017 final review</p>
<u>Total budgeted cost</u>					<u>£5,300.00</u>



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

6. <u>Review of expenditure</u>						
Previous Academic Year		2015/2016				
Our Priority	Action	Costs	EEF suggestion of likely impact	Intended Outcome	How was it measured?	Evaluation
Pupil Premium Champion	One day release for senior teacher to champion the provision for Pupil Premium children	£8,000	+ 1 month	To maximise and evidence the impact of the school's budget on pupil progress	SLT Monitoring Pupil progress meetings	The profile of pupil premium was raised with both staff and parents alike. PP children were tracked and monitored closely ensuring that progress was being made by the PP cohort. Individual Parents meetings with PP children took place to examine barriers to learning. Staff training was delivered ensuring that PP strategies for removing barriers were highlighted for staff using EEF research.
Intervention	One full time teaching assistant to allow for intervention to in the Early Years	£16,535	+ 5 months	To accelerate progress in prime areas of learning and ensure that there is an increase in the proportion of children achieving a Good Level of Development	SLT EYFS Coordinator Pupil progress meetings	For the first time in 3 years PP children achieved a Good Level of Development. This was an increase from 0 to 25%.
	KS1, LKS2 and UKS2 to each have a teaching assistant to provide 5 afternoons of specific Maths and Literacy based intervention to remove barriers to learning	£24,858	+ 4 months	To accelerate progress in Maths and English to ensure that children working at or above age related expectations	SLT Phase Leaders Subject Coordinators	PP Children working at or above expected standards in Reading across the school increased from 66% to 86% over the year. The gap between PP and Non-PP reduced from 16% to 5%. In writing PP children working at or



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

	including BRP, Inference and Success at Arithmetic					above expected standards increased from 66% to 74%. The gap between PP and Non-PP did not change over the year. In maths PP children working at or above expected standards increased from 69% to 86%. The gap between PP and Non-PP decreased from 7% to 0% over the year.
	UKS2 Writing intervention provided by Wallsend Collaboratibe	£2,500	+ 4 months	To accelerate progress in writing to ensure that children working at or above age related expectations		KS2 SAT results showed that 78% of Disadvantaged children achieving a L4+ in 2015 in writing and this decreased to 63% achieving at least the expected standard in 2016.
Pastoral Support	Funding a learning mentor for two afternoons to support the welfare of children through a nurture group style of session	£2,500	+ 1 month	To provide a pastoral support programme that targets the emotional needs of the children, individualised to the child.	SLT Phase Leaders Class Teachers	Learning mentor has had a very positive impact with PP children across the school. In a recent Governor – Pupil Premium panel discussion PP children stated that spending time with our Learning mentor meant that they were more ready to learn as she had allowed them to 'talk about all of there issues'. Staff reported that PP children were more settled after sessions with Learning Mentor.
Subsidies	Funding for extra-curricular activities and trips	£400	+ 3 months	To enhance the curriculum to ensure that children are able to participate and to give children new opportunities .	SLT School Business Manager Pupil progress meetings	66% of the PP cohort took advantage of subsidies to access extra-curricular activities.



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

	Funding for music tuition	£270	+ 2 months	To provide pupils with the opportunity to participate in the arts.	SLT Progress meetings	4 PP children accessed music tuition fully subsidised from school.
Resources and Training	The provision of extensive CPD opportunities for staff eg Dylexia training Attachment training Success@Arithmetic training	£1,300	+ 5 months	To ensure that staff are fully equipped to meet the needs of the learner	SLT Governors SENCO Phase Leaders Subject Leaders	See data above to see impact of this.
	The provision of resources to aid staff to overcome specific barriers to learning eg a dyslexia screening tool, the Sandwell early numeracy test.	£155	+ 5 months	To ensure that staff are fully equipped to meet the needs of the learner	SLT SENCO Phase Leaders Subject Leaders	See data above to see impact of this.
Tracking and Monitoring	The creation of a tracking system to fit the school's assessment system and subsequent training for staff in this.	£100	+ 4 months	To track achievement and attainment throughout the school in core and non-core subjects, as well as monitoring the impact of interventions and pastoral groups	SLT Appraisal and SDP Review	Pupil Premium children are closely tracked and monitored as specific cohort within the tracking system.
	Office clerk to monitor and track attendance of PP children – EWO to support in certain cases.	£380	+ 2 months	To remove the gap in attendance between PP children and non PP children	SLT Governors	Overall absence for PP children has decreased from 4.6% in 2014/15 to 3.3% in 2015/16. The gap between PP children and the whole school has also decreased from 1.9% to 0.7%.



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2016-2017

TOTAL SPEND = £57,000

TOTAL PUPIL PREMIUM GRANT = £57,040

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- **We are undertaking a Pupil Premium Review in January 2017**
- **We will review our strategy for how we use the premium in June 2017 and will report to the full governing body and relevant committees.**