



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2017-2018

1. <u>Summary Information</u>					
Academic Year	2017-2018	Total PP budget	£44,600 (to date)	Date of most recent PP Review	N/A
Total number of pupils	308 (+28Nursery)	Number of pupils eligible for PP	33	Date for next internal review of this strategy	June 2018

2.	3. <u>Current Attainment</u>		
Based on 2017 results at the end of Key Stage 2	<i><u>Pupils eligible for PP (school)</u></i> <i>(national average)</i>	<i><u>Pupils eligible for PP without SEND</u></i>	<i><u>Pupils not eligible for PP (school)</u></i> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>71%</u> (47%)	50%	<u>82%</u> (67%)
% achieving expected standard or above in reading	<u>71%</u> (59%)	50%	<u>89%</u> (77%)
% achieving expected standard or above in writing	<u>71%</u> (66%)	83%	<u>89%</u> (81%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>71%</u> (66%)	67%	<u>97%</u> (81%)
% achieving expected standard or above in maths	<u>86%</u> (57%)	100%	<u>100%</u> (80%)



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4. Barriers to Future Attainment (for pupils eligible for PP including high ability)

In-School Barriers *(issues to be addressed in school, such as poor oral language skills)*

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 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. We also have a large number of SALT referrals.
D.	English skills: Although the gap has narrowed there is still a gap within attainment in reading and writing

External Barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance: Overall attendance half terms 1-4 in 2015-2016 for all pupils was 97.1%. FSM6 attendance for the same period was 96.1%. 3.1% of FSM6 pupil were Persistent Absence (PA) across half terms 1-4 in 2015-2016 compared to 3.0% of all pupils.
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5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the gap between pupils eligible for PP and those who aren't, particularly in specific cohorts, through continued effective use of current strategies.	Pupils eligible for PP in all year groups make as good or better 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.	Achievement data of pupils eligible on exit at key stage 2 is as good or better than that of their peers within school and nationally	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.	Intervention mapping for those pupils eligible for PP gives a full understanding of the typical provision and includes social and emotional needs profiling.	Map out the current intervention programme/additional provision for all disadvantaged pupils to gain a full understanding of the typical provision. This will help to ensure there is not an over-reliance on intervention/adult support. The profiling of those disadvantaged pupils with additional social and emotional needs is crucial to be able to inform the teaching and learning process.
D.	Introduce a nurture provision .	The school should take further steps to introduce a nurture provision. A clear financial plan should be in place with aims and objectives of the provision. In order to best prepare for this, the school should visit local provisions in order to gain a deeper understanding around nurture practice.



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6. 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	Strategy employed in 2016/17 and saw children eligible for PP within school outperform their peers nationally. In Key Stage 1 SAT results in 2016/17 showed that PP eligible children were outperforming children not eligible nationally Children in EYFS achieving a Good Level of Development was broadly in-line with the national average. EEF Toolkit - +3 Months Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	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) Mrs McGuigan, Mrs Walker, Mrs Hall (Phase Leaders)	Termly pupil progress meetings with Headteacher Regular Book Scrutinies Termly data input and analysis Termly pupil progress meetings with pupils July 2018 final review



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<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>The differing cohort sizes of PP eligible children across the school means that effect sizes are increased when cohorts are small. The pupil premium champion would ensure that pupils are tracked closely to ensure that progress is made.</p> <p>In Key Stage 1 disadvantaged children attained higher than the national average in reading, writing and maths. However there is still a gap between them and their peers.</p> <p>In EYFS the percentage of disadvantaged children achieving a Good Level of Development was 100% due to a cohort size of 2.</p> <p>EEF Toolkit – No evidence available</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 2018 final review</p>
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<p>A. Close the gap between pupils eligible for PP and those who aren't, particularly in specific cohorts, through continued effective use of current strategies.</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: Primary 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>EEF Toolkit – No evidence</p> <p>Data from Primary Writing Project suggests that after one year the percentage of PP children at the expected standard or above in writing has increased by 13%</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 2018)</p> <p>July 2018 final review</p>
<p><u>Total budgeted cost</u></p>					<p><u>£3,594</u></p>



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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>
<p>C. Intervention mapping for those pupils eligible for PP gives a full understanding of the typical provision and includes social and emotional needs profiling.</p>	<p>Interventions for pupils eligible for PP will be mapped</p> <p>Social and Emotional needs of PP children will be profiled.</p> <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>Pupil Premium Champion will create a system for intervention mapping and provision for social and emotional needs profiling</p> <p>EEF Toolkit - +4 Months</p> <p>Interventions and approaches which focus on social and emotional learning (SEL) aim to improve attainment by improving pupils' interaction with others and self-management of emotions, as opposed to focusing directly on academic or cognitive skills and knowledge..</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>EEF Toolkit – Early Years Intervention +5 months Reading Comprehension +5 months Teaching Assistants – 0 months Success @ arithmetic suggest an average</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>



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<u>Total budgeted cost</u>					<u>£33,955</u>
iii. <u>Other approaches</u>					
<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>D. Introduce a nurture provision .</p> <p>Subsidies for Trips and After School Club Milk Subsidy</p>	<p>Train 2 TAs in THRIVE Set up a nurture space within school to give social-emotional support to children eligible for PP.</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>The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development and to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the Approach equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.</p> <p>Continue with 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>EEF Research – Free breakfast clubs +2 months progress</p>	<p>Accredited course evaluation</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views and discussions.</p> <p>HT and DHT monitoring</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 Royle (Business Manager)</p>	<p>Regular reviews with THRIVE staff July 2018 final review</p> <p>Regular meetings with Breakfast Club Lead July 2018 final review</p>
<u>Total budgeted cost</u>					<u>£7,050</u>



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7. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		2016/2017		
<u>Quality First Teaching</u>				
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How was it reviewed</u>	<u>Evaluation</u>
<p>Improve attainment and progress in reading, writing, maths and GPS</p>	<p>Reduction of class sizes from January to May in Year 6 from 30 to 22. Employment of additional member of staff</p> <p>HLTA employed in KS1</p> <p>Reception classes reduced to 22 and 23</p>	<p>Our Key Stage 2 results were above the national average in reading, writing, maths and RWM combined. GPS was higher.</p> <p>In Key Stage 1 SAT results were above national average in reading, writing and maths at expected level.</p> <p>Children in EYFS achieveing a Good Level of Development was broadly in-line with the national average.</p> <p style="background-color: yellow;">EEF Toolkit - +3 Months</p> <p style="background-color: yellow;">Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</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>The percentage of pupils eligible for PP have improved in their performance in areading and writing.</p> <p>KS2 Reading Expected Standard (Y6) 2016 – 38% 2017 – 71%</p> <p>Writing Expected Standard 2016 – 71% 2017 – 71%</p> <p>Maths Expected Standard 2016 – 86% 2017 – 71%</p> <p>KS1 2016 – 100 2017 – 80%</p> <p>Writing Expected Standard 2016 – 0% 2017 – 80%</p> <p>Maths Expected Standard 2016 – 100% 2017 – 80%</p>



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<p>C. 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>EEF Toolkit – No evidence available</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>Internal data suggests the following:</p> <p>Reading PP Expected – 89% Non-PP Expected – 86%</p> <p>Writing PP Expected – 81% Non-PP Expected – 76%</p> <p>Maths PP Expected – 89% Non-PP Expected – 83%</p> <p>Although the gap has been removed when the whole cohort is compared against the their peers. Within certain year groups this is not the case. Eradicating this gap across all year groups is the continuing aim next year.</p>
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<p>D. 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: Primary 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>EEF Toolkit – No evidence</p> <p>Data from Primary Writing Project suggests that after one year the percentage of PP children at the expected standard or above in writing has increased by 13%</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>The Pupil Premium Review in February stated the following: From the range of sessions observed during the learning walk, it is very clear that pupils in receipt of Pupil Premium funding receive quality first teaching and also additional intervention provision.</p>
<u>Total budgeted cost</u>				<u>£2,867</u>



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iv. 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>Evaluation</u>
<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>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>EEF Toolkit – Early Years Intervention +5 months Reading Comprehension +5 months Teaching Assistants – 0 months Success @ arithmetic suggest an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress</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>The following is taken from the Pupil Premium Review:</p> <p>‘Governors have a detailed awareness and understanding of the strategies and outcomes for pupil premium pupils. They regularly review the provision and are astute in their monitoring. Core governors have responsibility for Pupil Premium and Early Years Pupil Premium. A clear strategy for pupil premium funding is in place. Leaders have shown a clear commitment to the strategies. Ambitious targets are set for disadvantaged pupils ensuring that they make at least good progress in line with their national peers. The school uses it’s funding to ensure it has a direct impact on pupil outcomes. Governors offer appropriate support and challenge around the progress of disadvantaged pupils. They are insightful in their understanding of the provision and have a clear grasp of the school’s vision with regards to future plans for this group of pupils.’</p>



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<u>Total budgeted cost</u>				<u>£43,893</u>
v. <u>Other approaches</u>				
<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>Evaluation</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 free 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>EEF Research – Free breakfast clubs +2 months progress</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>Government Research Report Feb 2015 suggested that higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.</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>Over the year an average of 49% of the PP cohort were accessing the Breakfast Club.</p> <p>40% of the PP cohort access subsidised After-School clubs.</p> <p>Attendance: Overall attendance half terms 1-4 in 2015-2016 for all pupils was 97.1%. FSM6 attendance for the same period was 96.1%.</p> <p>3.1% of FSM6 pupil were Persistent Absence (PA) across half terms 1-4 in 2015-2016 compared to 3.0% of all pupils.</p>
<u>Total budgeted cost</u>				<u>£5,300.00</u>



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TOTAL SPEND = £51,760

TOTAL PUPIL PREMIUM GRANT = £52,060

8. Additional detail

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

- **A Pupil Premium Review was undertaken in February 2017**
- **We will review our strategy for how we use the premium in July 2018 and will report to the full governing body and relevant committees.**