



# St. Bernadette's R.C. Primary School

## Pupil Premium Strategy 2018-2019

1. <u>Summary Information</u>					
Academic Year	2018-2019	Total PP budget	£45,700 (to date)	Date of most recent PP Review	Feb 2017
Total number of pupils	307 (+35Nursery)	Number of pupils eligible for PP	37 (44 Sept '18)	Date for next internal review of this strategy	Sept 2019

2.	3. <u>Current Attainment</u>		
Based on 2018 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> (51%)	<b>83%</b>	<u>76%</u> (70%)
% achieving expected standard or above in reading	<u>86%</u> (64%)	<b>83%</b>	<u>82%</u> (80%)
% achieving expected standard or above in writing	<u>100%</u> (67%)	<b>100%</b>	<u>76%</u> (83%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>100%</u> (67%)	<b>100%</b>	<u>71%</u> (82%)
% achieving expected standard or above in maths	<u>86%</u> (64%)	<b>100%</b>	<u>92%</u> (81%)



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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)*

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| <b>1</b> | <b>School Context of Deprivation:</b> 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>2</b> | <b>Attaining at a greater depth:</b> Pupil Premium children do not achieve greater depth in the same proportions as Non-PP children across the school  |
| <b>3</b> | <b>Attainment on Entry:</b> 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. Reception baseline this year suggests that 80% of the PP eligible cohort are not at the expected standard in reading, writing and speaking. |
| <b>4</b> | <b>Gender Gap:</b> Although there is a gap in both PP and Non-PP cohorts across school, disadvantaged boys are performing in reading and writing than both girls in their cohort and Non-PP boys.  |

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

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| <b>5</b> | <b>Attendance:</b> Overall attendance half terms 1-4 in 2017-2018 for children eligible for FSM in the last 6 years was 94.9%. Those not eligible had an attendance for the same period was 96.2%.<br><br>8% of FSM6 pupil were Persistent Absence (PA) across half terms 1-4 in 2017-2018 compared to 7.1% of all pupils. |
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<b>5. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys	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. The gap between disadvantaged boys and their peers will be narrowed.
<b>B.</b>	Achievement data of pupils eligible for PP at key benchmark points across the school are as good or better than that of their peers within school and nationally with increased proportions of PP children working at a greater depth standard.	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. Proportions of PP children working at greater depth has increased to be more in-line with peers.
<b>C.</b>	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.
<b>D.</b>	Increase the emotional well-being of children eligible for PP through targeted SEMH intervention.	The school should embed a nurture provision. A clear intervention mapping should ensure that children are identified early in the process and that there is a measure of accountability for any intervention that they take part in.



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### 6. 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 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>
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<p>A. Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys</p>	<p>Pupil Premium Champion enables the PP cohort to be closely monitor</p> <p>Focus on improving teaching and learning processes and methods</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 style="background-color: yellow;">EEF Toolkit – No evidence available</p>	<p>Use of Pupil Premium Profiles for pupil identification.</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>Mrs Fallon (HT)</p> <p>Mrs Milner (DHT)</p> <p>Mrs McGuigan, Miss Rogers, Mrs Hall (Phase Leaders)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Regular Book Scrutinies</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
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<p><b>B.</b> Achievement data of pupils eligible for PP at key benchmark points across the school are as good or better than that of their peers within school and nationally with increased proportions of PP children working at a greater depth standard.</p>	<p>Reduction of class sizes from January to May in Year 6 from 30 to 22.</p> <p>Deployment of 3 HLTA's in UKS2</p> <p>Deployment of 2 Grade 5 TAs in KS1</p> <p>Reception classes reduced to 20 and 19</p>	<p>The successes of the Key Stage 2 results for PP children need to be maintained with the new cohort.</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><b>EEF Toolkit - +3 Months</b></p> <p><b>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.</b></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 2019 final review</p>
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<p>A. Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys</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,</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&amp;L impact summary</p> <p>Appraisal midterm reviews (March 2019)</p> <p>July 2019 final review</p>
<p><b><u>Total budgeted cost</u></b></p>					<p><b><u>£15,775</u></b></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>Pupil Premium Champion will create a system for intervention mapping and provision for social and emotional needs profiling</p> <p><b>EEF Toolkit - +4 Months</b></p> <p><b>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..</b></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><b>EEF Toolkit – Early Years Intervention +5 months</b>  <b>Reading Comprehension +5 months</b>  <b>Teaching Assistants – 0 months</b>  <b>Success @ arithmetic suggest an average</b></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 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 2019 final review</p>



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<b><u>Total budgeted cost</u></b>					<b><u>£20,735</u></b>
<b>iii. <u>Other approaches</u></b>					
<b><u>Desired outcome</u></b>	<b><u>Chosen action / approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>
<p>Increase the emotional well-being of children eligible for PP through targeted SEMH intervention.</p> <p>Subsidies for Trips and After School Club Milk Subsidy</p>	<p>Employment of 1 Grade 4 TA to deliver THRIVE</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><b>EEF Research – Free breakfast clubs +2 months progress</b></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>
<b><u>Budgeted cost</u></b>					<b><u>£9,470</u></b>
<b><u>Overall Total Budgeted cost</u></b>					<b><u>£45,981</u></b>



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7. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		2017/2018		
<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>
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 their peers.  <b>EEF Toolkit - +3 Months</b>  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.	SEE TABLE BELOW



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KS2	KS1	Phonics	EYFS
<p>The percentage of pupils eligible for PP have improved in their performance in all subjects.</p> <p><u>KS2</u>            Reading Expected Standard (Y6)            2016 – 38%            2017 – 71%            2018 – 86%            Writing Expected Standard            2016 – 71%            2017 – 71%            2018 – 100%            Maths Expected Standard            2016 – 86%            2017 – 71%            2018 – 100%</p> <p>In reading and writing the PP cohort performed better in attainment than their peers and national non-PP children. In maths the PP cohort performed better than national non-PP children but not their peers in school.</p> <p>In terms of progress 100% of PP children made expected progress in writing and 86% in reading and maths. This is in comparison to Non-PP children of which 100% made expected progress in Maths and 95% in reading and writing.</p>	<p>There is a downward trend for PP children's attainment in KS1.</p> <p><u>KS1</u>            2016 – 100            2017 – 80%            2018 – 50%            Writing Expected Standard            2016 – 0%            2017 – 80%            2018 – 50%            Maths Expected Standard            2016 – 100%            2017 – 80%            2018 – 50%</p> <p>In RWM combined the PP cohort are in-line with their PP peers nationally.</p> <p>All of the PP cohort made expected progress from their EYFS outcomes, with 25% making rapid progress in maths and writing.</p>	<p>There is no change in the phonics attainment for Y1.</p> <p><u>Year 1</u>            2016 – 75%            2017 – 50%            2018 – 50%</p> <p>Half of the PP cohort who gained expected in the reading in EYFS passed the phonic check.</p>	<p>The proportion of PP eligible children has risen considerably since 2016.</p> <p><u>EYFS</u>            2016- 25%            2017 – 100%            2018 – 80%</p> <p>Children in EYFS eligible for PP achieving a Good Level of Development was slightly above their peers within school and nationally.</p>



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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><b>EEF Toolkit – No evidence available</b></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 – 79% Non-PP Expected – 88%</p> <p>Writing PP Expected – 66% Non-PP Expected – 82%</p> <p>Maths PP Expected – 69% Non-PP Expected – 83%</p> <p>Although there is a gap between the whole cohort of PP eligible children and the Non-PP children within school, this is not the case in every year group. In some year groups PP children out perform non-PP children. Eradicating this gap across all year groups is the continuing aim next year.</p>
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<p><b>C.</b> 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><b>EEF Toolkit - +4 Months</b></p> <p><b>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..</b></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><b>EEF Toolkit – Early Years Intervention +5 months</b> <b>Reading Comprehension +5</b></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.areas.</p>	<p>Pupil Premium Profiles are in place across school with interventions tracked by class teachers. These are then transferred to the whole school tracking system.</p> <p>Teaching and Learning monitoring shows that there is good provision for the children eligible for Pupil Premium.</p> <p>The Pupil Premium Champion will work with the SENCO to develop a bespoke assessment tracking system for children with SEND and SEMH needs.</p>
				<p><b><u>Total budgeted cost</u></b>    <b><u>£3,594</u></b></p>
<p><b>iv. <u>Targeted support</u></b></p>				



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<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How did 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><b>EEF Toolkit – Early Years Intervention +5 months</b>  <b>Reading Comprehension +5 months</b>  <b>Teaching Assistants – 0 months</b>  <b>Success @ arithmetic suggest an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress</b></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>
<b><u>Total budgeted cost</u></b>				<b><u>£37,206</u></b>



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### v. Other approaches

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How did you ensure it is implemented well?</u>	<u>Evaluation</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><b>EEF Research – Free breakfast clubs +2 months progress</b></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>One TA has been received THRIVE accreditation through a one year course.</p> <p>A room has been designated the THRIVE space and has been converted to incorporate a nurture space to support children.</p> <p>SLT took part in an information session to inform the allocation of THRIVE.</p> <p>Enrichment activities continue to be subsidised. For example Keyboard tuition payments have meant that children have accessed peripatetic music opportunities.</p> <p>73% of the PP cohort have accessed extra-curricular activities with PP subsidies.</p> <p>Every child eligible for PP has had an educational visit subsidised through PP funding.</p>
<b><u>Total budgeted cost</u></b>				<b><u>£5,300.00</u></b>



# St. Bernadette's R.C. Primary School

## Pupil Premium Strategy 2018-2019

TOTAL SPEND = £46,100

TOTAL PUPIL PREMIUM GRANT = £44,900

### **8. Additional detail**

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

- **We will review our strategy for how we use the premium in July 2019 and will report to the full governing body and relevant committees.**