



St. Bernadette's R.C. Primary School

Pupil Premium Strategy 2019-2020

1. Summary Information					
Academic Year	2019-2020	Total PP budget	£57,240 (to date)	Date of most recent PP Review	Feb 2017
Total number of pupils	311 (+26Nursery)	Number of pupils eligible for PP	40 + 3 Service Children	Date for next internal review of this strategy	Sept 2020

2.		
Based on 2019 results at the end of Key Stage 2	<i><u>Pupils eligible for PP (school) [7]</u> (emerging national average)</i>	<i><u>Pupils not eligible for PP (school) [37]</u> (emerging national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>71%</u> (51%)	<u>51%</u> (71%)
% achieving expected standard or above in reading	<u>71%</u> (64%)	<u>83%</u> (78%)
% achieving expected standard or above in writing	<u>86%</u> (68%)	<u>73%</u> (83%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>86%</u> (67%)	<u>65%</u> (83%)
% achieving expected standard or above in maths	<u>100%</u> (67%)	<u>78%</u> (83%)



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3. 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*)

1	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 0.20 (decile 4). We have an IMD of 4 (score: 22.2). 40% of our pupils live in decile 1-3 with 15% considered to be living in the most deprived areas nationally. Four fifths of our PP cohort live in deciles 1-3.
2	Attaining at a greater depth: Pupil Premium children do not achieve greater depth in the same proportions as Non-PP children across the school
3	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. Reception baseline this year suggests that 80% of the PP eligible cohort are not at the expected standard in reading, writing and speaking.
4	Gender Gap: 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*)

5	Attendance: Overall attendance in 2018/2019 for children eligible for FSM was 95.3%. Those not eligible for PP had an attendance for the same period was 96.8%. 15.6% of FSM6 pupil were Persistent Absence (PA) in 2018-2019 compared to 5% of non-PP pupils.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys</p> <p>SDP Priority 2● Increase the proportion of pupils achieving the expected standard in KS2 SPAG – particularly boys – and Year 1 phonics check (Standards and Curriculum, FGB)</p>	<p>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.</p>
B.	<p>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>SDP Priority 2● Increase the proportion of pupils achieving the expected standard in KS2 SPAG – particularly boys – and Year 1 phonics check (Standards and Curriculum, FGB)</p>	<p>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.</p>
C.	<p>Increase attendance for all PP children to ensure that they have the greatest exposure to teaching and learning.</p> <p>SDP Priority 3 Reduce the proportion of persistently absent pupils (Children, families and Community, FGB)</p>	<p>PP attendance to be in line with school target, and in line with non PP children. The proportions of PP children who are persistently absent will also be in line with non PP children.</p>
D.	<p>Increase the emotional well-being of children eligible for PP through targeted SEMH intervention.</p>	<p>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.</p>



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5. <u>Planned expenditure</u>					
Academic year		2019-2020			
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. <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 will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
A. Close the gap between pupils eligible for PP and those who aren't, with particular attention on the performance of PP boys	<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 2020 final review</p>



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<p>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 22 and 23</p>	<p>In Key Stage 2 reading, writing and maths combined the PP cohort performed better in attainment than their peers and national PP children but not non-PP children nationally.</p> <p>The successes of the Key Stage 1 results for PP children need to be maintained with the new cohort.</p> <p>In EYFS the proportions of PP children achieving a GLD has decreased from the previous year.</p> <p>EEF Toolkit - +3 Months</p> <p>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, 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 2020 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&L impact summary</p> <p>Appraisal midterm reviews (March 2019)</p> <p>July 2019 final review</p>
<u>Total budgeted cost</u>					<u>£35,775</u>



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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. The attendance and persistent absent proportions of PP children is in line with non PP children within school.</p>	<p>Continue to provide 1st day response via admin staff</p> <p>Support identified families through EHA process</p> <p>Identify pupils from 2018-19 who were PA by the end of the academic year and make staff aware of PA pupils from previous year</p> <p>Weekly monitoring in place for identifying pupils who fall into PA</p> <p>Invite all parents of PA pupils to a meeting at the end of the autumn term and establish an action plan of support</p>	<p>Overall attendance in 2018/2019 for children eligible for FSM was 95.3%. Those not eligible for PP had an attendance for the same period was 96.8%.</p> <p>15.6% of FSM6 pupil were Persistent Absence (PA) in 2018-2019 compared to 5% of non-PP pupils.</p> <p>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</p> <p>DfE, 2015</p>	<p>Focused Leadership and Management time for PP Lead to monitor absence for PP children</p> <p>EHAs in place for families who need support</p>	<p>Mrs Fallon (HT)</p> <p>PP Champion</p> <p>Leadership Team</p>	<p>Termly pupil progress reviews with Headteacher</p> <p>July 2019 final review</p>



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<u>Total budgeted cost</u>					<u>£2,735</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>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>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>Budgeted cost</u>					<u>£18,730</u>
<u>Overall Total Budgeted cost</u>					<u>£57,240</u>



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Review of expenditure 2018/2019				
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What was the evidence and rationale for this choice?</u>	<u>How was it reviewed</u>	<u>Evaluation</u>
<p>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>EEF Toolkit - +3 Months</p> <p>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, 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>SEE TABLE BELOW</p> <p>The gap between pupils eligible for PP and those who aren't is closing and in some cases PP children are out-performing non-PP children. At all phases school's PP cohorts outperform national PP cohorts or are in-line.</p> <p>There have been increased proportions of children achieved at a greater depth standard in all areas apart from KS2 reading which roughly in-line with last year.</p>



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KS2	KS1	Phonics	EYFS
<p>In reading, writing and maths combined the PP cohort performed better in attainment than their peers and national PP children but not non-PP children nationally.</p> <p><u>KS2 PP children</u> Reading Expected Standard (Y6) 2016 – 38% 2017 – 71% 2018 – 86% 2019 – 71% Writing Expected Standard 2016 – 71% 2017 – 71% 2018 – 100% 2019 – 86% Maths Expected Standard 2016 – 86% 2017 – 71% 2018 – 100% 2019 - 100%</p> <p>Reading High Score 2018 – 33% 2019 – 29% Writing Greater Depth 2018 – 17% 2019 – 29% Maths High Score 2018 -17% 2019 – 29%</p> <p>In writing and maths the PP cohort performed better than all other cohorts. In reading PP children performed better than national PP children but not as well as their peers or national non PP children. There are increases in greater depth proportions in maths and writing.</p>	<p>The performance of PP children has improved in all areas.</p> <p><u>KS1</u> Reading Expected Standard 2016 – 100% 2017 – 80% 2018 – 50% 2019 – 83% Writing Expected Standard 2016 – 0% 2017 – 80% 2018 – 50% 2019 – 83% Maths Expected Standard 2016 – 100% 2017 – 80% 2018 – 50% 2019 – 67% Reading Greater Depth 2017 – 40% 2018 – 0% 2019 – 50% Writing Greater Depth 2017 – 20% 2018 – 0% 2019 – 17% Maths Greater Depth 2017 – 40% 2018 – 0% 2019 – 17%</p> <p>67% of PP children achieved the expected standard in reading, writing and maths combined. This was slightly less than their non-PP peers but better than national PP children. PP children performed better than national non-PP children in all areas. All of the PP cohort made expected progress from their EYFS outcomes in reading and writing, with only one child not making expected progress in maths.</p>	<p>There has been a slight rise in the pass rate for PP children in the phonic check.</p> <p><u>Year 1</u> 2016 – 75% 2017 – 50% 2018 – 50% 2019 – 57% (but one child was absent so if all children were present it would be 71%)</p> <p>All of the PP cohort who gained expected in reading in EYFS passed the phonic check.</p>	<p>The proportions of PP children achieving a GLD has decreased from last year.</p> <p><u>EYFS</u> 2016- 25% 2017 – 100% 2018 – 80% 2019 – 67%</p> <p>Children in EYFS eligible for PP achieving a Good Level of Development was below their peers within school but above PP children nationally.</p>



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<p>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>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>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>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. Regular moderation of pupils' work in school and externally. Termly data input and analysis. Termly pupil progress meetings with the Headteacher.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p style="text-align: center;"><u>Gap between PP and Non-PP Children</u></p> <p>The gap between PP children and non-pp children achieving the expected standard has widened in the last year across school with the exception of the gap between PP boys and their peers which has narrowed.</p>
			<p>TOTAL COST</p>	<p>£20,575</p>



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<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 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>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>PP Champion worked with new SENCo to map the interventions for PP children.</p> <p>82% of PP children are making at least good progress from their previous key stage benchmarks.</p> <p>Thrive and counselling sessions have been offered to PP children who have been identified as having social and emotional needs.</p> <p>26% of the PP cohort are accessing support from external agencies.</p>
			<p>TOTAL COST</p>	<p>15,810</p>



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6. 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.**