 Pupil Premium Strategy Statement 2017-18

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| **1. Summary Information** | | |  |  |  |
| **School** | Our Lady & St. Hubert’s Catholic Primary | |  |  |  |
| **Academic Year** | **2017-18** | **Total PP budget** | £61 500 | **Date of most recent PP Review** | September 2017 |
| **Total number of pupils** | 307 | **Number of pupils eligible for PP** | 45  incl 5 post LAC | **Date for next Strategy Review** | September 2018 |

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| **2. In addition to those strategies which proved successful in previous years, 2016-7 includes:** | |
| **A** | A pupil premium champion – learning mentor who will monitor and coordinate support and trial new approaches as well as work to engage families and monitor/improve attendance |
| **B** | The deployment of a reading volunteer programme – Beanstalk- to provide 1:1 support for targeted children with reading |
| **C** | The deployment of a TA to run a homework club in the spring and summer terms for disadvantaged pupils |
| **D** | The use of feed it Forward stickies to provide more focussed feedback for pupils |
| **E** | The introduction of a new tracker to provide enhanced opportunities for tracking progress and impact of strategies using a persdonalised, school-focused model |
| **F** | Children who are not disadvantaged or for whom pupil premium funding will not start being receieved until after April 2016 may also be included in intervention work to maximise language development and social interaction, the efficient use of funds and maximise impact on pupil outcomes |

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| **2. Barriers to educational achievement** | |
| **Internal barriers** | |
| **A** | Increased numbers of pupils with poor oral, auditory and phonic skills in English on entry |
| **B** | Staff new to school and in early stages of teaching (EYFS, Y1) |
| **C** | Reduced level of TA support compared with 2015-6 due to budget pressures |
| **D** | Increased numbers of pupils with speech and language issues including EAL |
| **External barriers** | |
| **E** | Changes in external assessment framework which have required a change in teaching focus to spelling/handwriting as against content |
| **F** | Safeguarding and emotional barriers to learning |
| **G** | Attendance and punctuality of targeted groups of pupils |
| **H** | Social and economic factors including life experiences, EALand ability of families to support |

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| **3. Outcomes** | | **Success criteria** |
| **In-school barriers** | |  |
| **A** | Increased numbers of pupils with poor oral, auditory and phonic skills in English on entry | 72% pupils achieve GLD in EYFS overall  PP pupils receive additional phonic and language weekly input where red or amber on Welcomm screening leading to improved attainment on reassessment  87% pupils achieve expected Y1 phonics test |
| **B** | Staff new to school and in early stages of teaching (EYFS, Y1) | 100% of all pupils make good progress (as defined by school) in EYFS in reading, writing and mathematics  PP pupils’ needs met in class |
| **C** | Reduced level of TA support compared with 2015-6 | PP children prioritised for interventions  Learning mentor monitors progress, provision and attainment and targets support |
| **D** | Increased numbers of pupils with speech and language issues including EAL | Senior Speech and Language NHS specialist working on site 2 days a month.  Language rich classrooms evident  Classes follow school GPS and Talk4Writing programmes  TAs deliver speech and language programmes  TAs trained and supported by LA provision and Senior S&L specialist  SENCO and learning mentor liaise with parents to ensure LA provision is accessed  Pupils achieve speech & language milestone targets |
| **External barriers** | |  |
| **E** | Changes in external assessment framework which have required a change in teaching focus to spelling/handwriting as against content | Pupils in EYFS/KS1 receive RML 4 days weekly  KS2 pupils receive spelling programme 4 times weekly  Handwriting practised at least 3 times weekly  All teaching good or better  PP pupils working below expected or on track receive additional intervention at least twice weekly  TAs and teachers aware of expectations of current framework  Improved staff feedback for pupils  Close the gap strategies used |
| **F** | Safeguarding and emotional barriers to learning | Learning mentor employed, non-class based and on gate daily  Emotional support for vulnerable children and their families in place  Nurture Group weekly  Learning mentor working with pupils, families and agencies to reduce barriers to learning and monitor progress and provision for pupils |
| **G** | Attendance and punctuality of targeted groups of pupils | Attendance continues to be 96.8% or more  PP attendance improves 95.3% to 96% |
| **H** | Social and economic factors including life experiences, EALand ability of families to support | Pupils happy at school  Pupils communicate well  Pupils access to wide range of experiences that may be beyond their family’s reach  Parents confident in accessing school for support  Children in safe households |

**4. Plan including actions, expenditure and review dates 2016-17**

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| **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure effective implementation?** | **Staff Lead** | **Cost** | **Termly review** |
| **A,C,D,E,F,G,H**  Funding HLTA to work as a fulltime Learning Mentor/Parent support worker including provision of nurture group, monitoring of provision, training of TAs  Learning mentor to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling | Highly trained learning mentor able to recognise best practice provision, support in its delivery and able to improve pupil access.  Trialled on 50% basis in 2015-6 and outcomes justified increase in hours/range of deployment due to her ability to remove barriers and enable staff to concentrate on classroom provision  Pupils who attend school regularly and on time are likely to do better | Job description clarifying role  Managed by HT  Weekly meetings between HT and Learning Mentor  Delegation of specific tasks  Feedback from parents  Outcomes for pupils and families – academic, social and emotional  Monitoring of attendance of all groups to be national average or better (see ROL group information) | Claire Channa | £32372 | 4 December 2017  29 March 2018  7 July 2018 |
| **A, B, C, D, E**  Additional teaching assistants for phonics in EYFS/KS1 to provide smaller groups and catch up tuition  Training for new staff on phonics teaching | Success in 2015-16  Sutton report: 1:1 tuition and oral language interventions effective | Fortnightly RML meetings  Staff feedback  Monitoring of data  Monthly monitoring of provision and outcomes by SMT, phonics lead and learning mentor  Gap closes between PP and non-PP | Lydia Williams | From budget | 4 December 2017  29 March 2018  7 July 2018 |
| **B,C,D,E**  Training for staff on effective feedback | Sutton Trust evidence that effective feedback is one of highest impact strategies | Weekly work scrutinies by SMT  Pupil progress outcomes – gap closes between PP and non-PP  Phase meetings to share practice and expectations  Feedback from monitoring  Use of Feed it Forward Stickies | Phase leaders | £150 | 4 December 2017  29 March 2018  7 July 2018 |
| **F,G,H**  Use of My Concern behaviour/safeguarding system | Knowledge that emotional well-being impacts on attainment and family ability to support  This system helps identify concerns and track provision, involving all staff in discussion of pupils’ needs and so removing barriers to learning  Reduces staff time reporting and tracking incidents, freeing up for teaching and learning | My Concern records  Learning mentor to coordinate  Pupil records | Learning mentor | From budget | 4 December 2017  29 March 2018  7 July 2018 |
| **A,C,D,E,H**  Targetted support incl.  -TA providing homework and support club for targeted children twice weekly  -Y6 Booster classes  - revision books for Y6  - additional TA support for phonics | Sutton Trust evidences impact of 1:1 and small group provision  Impact in 2015-6  Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment | Attendance  Pupil progress records  Attainment  Termly pupil progress meetings | Head teacher | £10000 | 4 December 2017  29 March 2018  7 July 2018 |
| **H**  Provision of milk/fruit/toast/other items where pupils are in need | Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard. | CC to monitor and approve uptake | Learning mentor | £600 | 4 December 2017  29 March 2018  7 July 2018 |
| **A, C, D, E, F**  SEMH sessions through nurture group | Success in 2015 - 16  Sutton Trust shows benefit of meta cognitive and self-regulation strategies | Pupils become effective learners in classroom  Behaviour incidents lessened through restorative justice approach | Learning mentor | £500 for learning mentor training | 4 December 2017  29 March 2018  7 July 2018 |
| **A, B,C.D.E**  Interventions delivered by teachers and support staff | Success in 2015-16  Sutton Trust shows benefit of 1;1 and small group strategies | Gap closing between PP and not-PP at ARE | SENCO  Learning mentor  Headteachers | From budget | 3 December 2016  28 March 2017  6 July 2017 |
| **A, C, D, E, F**  Equipping of nurture room and purchase of nurture resources | Success in 2015 - 16  Sutton Trust shows benefit of meta cognitive and self-regulation strategies | Pupils become effective learners in classroom  Behaviour incidents lessened through restorative justice approach and fact pupils are better able to self-regulate, drawing on learned strategies | Learning mentor | £116 | 4 December 2017  29 March 2018  7 July 2018 |
| **A.D,E,H**  Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking) e.g. theatre, residentials, swimming, music lessons, clubs | All pupils have the opportunity to attend a school trip each year  Evidence shows that participating in some of these activities raises aspiration.  Participation in activities such as music lessons impacts on attainment  Enrichment broadens horizons and improves physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes | Monitoring of attendance of groups  Group data : disadvantaged  pupils v others in school  Monitoring of uptake | Headteacher | £10 000 | 4 December 2017  29 March 2018  7 July 2018 |
| **A,B,C,D,E**  **New tracking system**  Purchasing DC Pro whichwill provide more precise information about attainment and progress relating to curriculum, enabling more precise targeting of intervention/holding staff to account, measuring impact | By ensuring impact and tracking progress, the SMT can more precisely and specifically target resources and provide best value for money. | Gap closes between PP and no-PP  Interventions precisely targetted | D Doyle | From budget | 4 December 2017  29 March 2018  7 July 2018  System almost ready to go live |
| **A,C,D,E,H**  **Beanstalk Programme for selected pupils**  **3 pupils will receive 1:1 reading support 2 x 30 mins weekly** | Beanstalk impact data  Pupils benefit from social aspect of reading, from discussion with a trusted adult over time and opportunity to extend and apply learning through games- opportunities not all parents can provide for a range of reasons | Progress data of selected children  Monitoring of sessions  Discussion with pupils and their families  Beanstalk evaluation ystems | Learning mentor | £642 | 4 December 2017  29 March 2018  7 July 2018 |

**Planned expenditure: £61 500**

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| **5. Termly Review Information** |  |  |
| December 2017 | March 2018 | July 2018 |
| See progress in red |  |  |

**6. Attainment of Y6 pupils 2017\_18**

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| **Headline Measure** | **Pupils eligible for PP** | **Pupils not eligible for PP** |
| % achieving national standard in reading, writing & maths |  |  |
| % achieving the higher standard in reading, writing and mathematics |  |  |
| pupils’ progress score in reading |  |  |
| pupils’ progress score in writing |  |  |
| pupils’ progress score in mathematics |  |  |
| pupils’ average scaled score in reading |  |  |
| pupils’ average scaled score in mathematics |  |  |