 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**  | £63620 | **Date of most recent PP Review**  | September 2017 |
| **Total number of pupils**  | 307 | **Number of pupils eligible for PP**  | 41incl 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 reassessment87% 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 evidentClasses follow school GPS and Talk4Writing programmesTAs deliver speech and language programmesTAs trained and supported by LA provision and Senior S&L specialistSENCO 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 weeklyKS2 pupils receive spelling programme 4 times weeklyHandwriting practised at least 3 times weeklyAll teaching good or betterPP pupils working below expected or on track receive additional intervention at least twice weekly TAs and teachers aware of expectations of current frameworkImproved staff feedback for pupilsClose the gap strategies used |
| **F**  | Safeguarding and emotional barriers to learning  | Learning mentor employed, non-class based and on gate dailyEmotional support for vulnerable children and their families in place Nurture Group weeklyLearning 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 wellPupils 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 TAsLearning 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 provisionPupils who attend school regularly and on time are likely to do better | Job description clarifying roleManaged by HTWeekly meetings between HT and Learning MentorDelegation of specific tasksFeedback from parentsOutcomes for pupils and families – academic, social and emotionalMonitoring of attendance of all groups to be national average or better (see ROL group information) | Claire Channa | £32372 | 4 December 201729 March 20187 July 2018HLTA highly effective – monitors provision, liaises with parents, works closely re wellbeing and provision with trainee SENCO; each child has provision folder; on gate daily; improved attendance for PP children or quickly back in school after illness and barriers to attendance removed e.g. medication, child with broken arm |
| **A, B, C, D, E**Additional teaching assistants for phonics in EYFS/KS1 to provide smaller groups and catch up tuitionTraining for new staff on phonics teaching | Success in 2015-16 Sutton report: 1:1 tuition and oral language interventions effective | Fortnightly RML meetingsStaff feedbackMonitoring of dataMonthly monitoring of provision and outcomes by SMT, phonics lead and learning mentorGap closes between PP and non-PP | Lydia Williams  | From budget | 4 December 201729 March 20187 July 2018Funding enables us to maintain small groups in phonics plus have started Love Learning and Talk Clubs for targeted PP pupils and others with similar learning needs |
| **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 SMTPupil progress outcomes – gap closes between PP and non-PPPhase meetings to share practice and expectationsFeedback from monitoringUse of Feed it Forward Stickies | Phase leaders  | £150 | 4 December 201729 March 20187 July 2018Weekly phase meetings and feedback from Pupil of Week/monitoring address this improvements noted, and Learning Mentor ensures home-school partnership books completed for PP children |
| **F,G,H**Use of My Concern behaviour/safeguarding system | Knowledge that emotional well-being impacts on attainment and family ability to supportThis system helps identify concerns and track provision, involving all staff in discussion of pupils’ needs and so removing barriers to learningReduces staff time reporting and tracking incidents, freeing up for teaching and learning | My Concern recordsLearning mentor to coordinatePupil records  | Learning mentor  |  From budget | 4 December 201729 March 20187 July 2018No child missed and staff kept in the loop as well as liaising effectively to address need e.g. children targeted for clubs/ interventions, parents approached |
| **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 provisionImpact in 2015-6Disadvantaged 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 | AttendancePupil progress recordsAttainmentTermly pupil progress meetings | Head teacher  | £10000 | 4 December 201729 March 20187 July 2018The agreed provision has started since jan 17 |
| **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 201729 March 20187 July 2018CC monitors closely and intervenes where needed |
| **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 201729 March 20187 July 2018Michelle Crawford works with Learning Mentor and classteachers on this; My Concern and pupil premium folders used to track impact |
| **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  |  SENCOLearning mentorHeadteachers | From budget | 3 December 2016 28 March 2017 6 July 2017 Monitoring has enabled us to approach staff where gap is not closing fast enough as provision is tracked individually |
| **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 201729 March 20187 July 2018Nurture Room furnished and equipped - almost ready for use. Provision Map in place for pupils to start programmes from Jan 17 |
| **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 attainmentEnrichment 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 201729 March 20187 July 2018Pupils have opportunity to participate in these activities. All PP children in Y6 attended Plas Gwynant residential |
| **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-PPInterventions precisely targetted | D Doyle | From budget | 4 December 201729 March 20187 July 2018System 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 dataPupils 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 childrenMonitoring of sessionsDiscussion with pupils and their familiesBeanstalk evaluation ystems | Learning mentor | £642 | 4 December 201729 March 20187 July 2018Programme started with targeted pupils but person delivering has been unable to fulfil requirement. Currently waiting for new volunteer to be trained |

**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  |   |   |