

St Bernard's RC Primary School – A Voluntary Academy



Pupil Premium Strategy Report 2016–17

Designated SLT Lead: Mr S Jevons
Designated Governor: Mrs B Letissier

1. Summary information					
School	St Bernard's RC Primary – A Voluntary Academy				
Academic Year	2016-17	Total PP budget	£84,480	Date of most recent PP Review	N/A
Total number of pupils	189	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Jan 17

2. Current attainment		
Attainment – July 2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading KS2	58%	66%
% achieving ARE or above in writing KS2	67%	73%
% achieving ARE or above in maths KS2	75%	70%
% achieving ARE or above in SPAG KS2	67%	TBC
% achieving ARE or above in reading, writing & maths KS2	58%	52%
% making at least expected progress in reading (or equivalent)	50%	TBC
% making at least expected progress in writing (or equivalent)	67%	TBC
% making at least expected progress in maths (or equivalent)	92%	TBC
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children eligible for PP make less progress than other children by the end of KS2 in reading and writing	
B.	Attainment of children eligible for PP in EYFS and Year 1 (moving into Year 1 and 2) is less than other children in reading, writing and maths. This will prevent high achievement at the end of KS1	
C.	Behaviour issues for a small minority of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for PP children are (93.5% - July 2016) compared to other children (95.1%). This is impacting on their rates of progress	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
		Success criteria
A.	Improved rates of progress for PP children in reading and writing in KS2 results 2017	Gap in 2016-17 to close. Progress rates for PP children to be at least in line with other children. Measured in Y6 by teacher assessments and successful moderation practices established across Ignite TSA
B.	Attainment of PP in current Year 2 class to be at least in line with other children in reading, writing and maths	Pupils eligible for PP in Year 2 make rapid progress by the end of the year so that all pupils eligible for PP (not including SEND) meet age related expectations. Measured by KS1 teacher assessments in reading, writing and maths

C.	Behavioural issues of a small minority of children eligible for PP to be addressed	Fewer behaviour incidents recorded month by month for PBP children who are eligible for PP
D.	Increased rates of attendance for children eligible for PP	Overall PP attendances improves and is in line with other children (97% target)

5. Planned expenditure

Academic year	2016-17
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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 of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment in writing	Blogging project	Children's confidence to write improves when they receive positive feedback - Blogging allows children to share their writing across the world where they will receive feedback	- Designated time for leadership of the initiative - Designated time for staff training - Regular monitoring if the school blogs	ER	Jan 2017
Improved outcomes for all children across the curriculum	Increased enrichment opportunities	Children's enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write	Monitoring and reporting on impact of visitors to school such as published authors and well as school trips. Staff to report on impact of trips and progress to be seen in Connector and English books	ER / SJ	July 2017

Total budgeted cost					£10000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for PP children in reading and writing by the end of KS2	Targeted additional teacher support	Reducing class size by deploying an additional teacher in Year 6 3 days a week allows for smaller groups, extra feedback, support and progress for PP children	Regular monitoring of impact - updating of progress meeting records (half termly)	KO	Dec 2016
Improved rates of progress in reading for all PP children in school	Use of Reading Pro resource	Wide range of reading material and comprehensions for children to complete alongside their reading sessions in school	Regular monitoring of Reading Pro records - Tracking of lexile scores	ER / SJ	Dec 2016
Improved rates of progress in reading for all KS1 children	Additional reading support	Increased opportunities for developing and practising reading skills will impact on competence and confidence levels of the children	Regular monitoring of impact - updating of progress meeting records (half termly)	ST / SC / ER	Dec 2016
Improved rates of progress of PP children in KS1 and KS2 in reading, writing & maths	Additional teacher support – KS1 Additional teacher support – KS2	Additional teacher expertise in both Key Stages will enable PP children to make rapid and sustained progress	Regular monitoring of impact - updating of progress meeting records (half termly) - Reports to SLT	KS1 – SC KS2 - NS	Dec 2016
Total budgeted cost					£54000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Incentives for good attendance	Progress rates and attendance depend on high attendance rates. Children and families are rewarded for ensuring their child is punctual and attendance is at the at least desired level (97%)	Weekly scrutiny of attendance figures, comparing PP and other children - Attendance officer to report to Head of School on fortnightly basis - Tracking of children with less than expected attendance rates closely monitored	EP / SJ	Dec 2016
Improved behaviour for small minority of pupils identified	Personal Behaviour Plans to identify targeted multi-agency support and positive actions to improve behaviour New approach to lunchtime provision - staggered lunchtimes / buddy system	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Increased responsibility for children to take care of younger children improves their self esteem and levels of respect - TAs from each class supervising children allows for good relationships to be built on further	Daily monitoring of behaviour incidents and records on CPOMs Regular monitoring of staggered lunchtimes and the impact on number of incidents - incidents at lunchtime to reduce significantly as the year progresses	SJ All associated teachers SJ / KB / ER	Dec 2016 Dec 2016
Total budgeted cost					£18,000

6. Review of expenditure

Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in reading, writing and maths at the end of KS1	<ul style="list-style-type: none"> - Additional teacher support - Pupil Premium interventions led by TA - Additional reading support - Introduction of Maths No Problem (Singapore) resource 	<p>Good impact – outcomes for PP children in Year 2 were at least in line with other children, showing they have made accelerated progress.</p> <p>PP St Bernard's KS1 Reading ARE 72% (National non PP 74%)</p> <p>PP St Bernard's KS1 Writing ARE 60% (National non PP 66%)</p> <p>PP St Bernard's KS1 Maths ARE 82% (National non PP 72%)</p> <p>Phonics test results in Year 1 showed a marked improvement for the 2nd consecutive year (86%)</p>	<p>Approach will continue into 2016-17 as in year data has identified PP children in Year 1 (moving into Year 2 2016-17) and PP children in EYFS (moving into Year 1 2016-17) who are off track to reach ARE by the end of Year 2</p> <p>- A designated teacher will focus on interventions for children in KS1 who are off track</p> <p>Staff have been very positive about continued teaching of RWI to improve phonics results and also about the introduction of Maths No Problem</p> <p>- Following CPD and resourcing, staff feel more confident to teach mathematics to a high standard</p>	<p>£20910</p> <p>£16400</p> <p>£4000</p> <p>£7000</p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved behaviour at lunchtimes	Lunchtime Activity Co-ordinator to lead range of sports.	There was a reduction in incidents recorded at lunchtime for some of our most vulnerable children eligible for PP but more work needed to support this group of children	A more co-ordinated approach needed for lunchtimes from Sept to allow for less children on the yards at one time and a system set up for buddying older children with younger Personal Behaviour Plans to be reviewed regularly for impact	£6400
Increased independence skills	Residential and school trip subsidy Enrichment opportunities	All children in Years 5 and 6 participated in residential trips – impact on all children's confidence and independence, including those eligible for PP, was notable when they return to school. All classes arranged at least one trip or enriching per term.	School will continue to ensure that all children have the opportunity to participate in enriching experiences which impact well on their learning However, due to reduction in PP numbers for 2016-17, school will be unable to sustain current level of subsidy for trips and most costs will have to be paid by parents	£8400

