

St Bernard's RC Primary School – A Voluntary Academy



Pupil Premium Strategy Report

2017-18

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	2017-18	Total PP budget	£88440	Date of most recent PP Review	N/A
Total number of pupils	198	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Jan 18

2. Current attainment				
Attainment – July 2017	<i>Pupils eligible for PP (St Bernard's) - 12 children</i> *Data includes 2 DA children who didn't sit tests. A Separate data set without them is available and significantly closes the difference against national figures		<i>Pupils not eligible for PP (St Bernard's)</i>	<i>Pupils not eligible for PP (national average 2017 provisional data)</i>
Average scaled score READING	101.7	105.4	105.4	
% achieving ARE or above in writing KS2 (Teacher Assessed)	50%	87%	81%	
Average scaled score MATHS	101.6	105.3	105.3	
% achieving ARE or above in reading, writing & maths KS2	42%		67%	

Progress - July 2017

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	+2.33	+2.91	+0.31
Confidence interval 	-1.53 to +6.19	-0.67 to +6.48	-3.02 to +3.63
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	10	11	11

Progress scores for DA pupils are positive across all subjects. However, they would increase significantly if 2 children who didn't sit the tests were removed from the data. This data set is available upon request.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Although progress rates are strong, children eligible for PP attain less than other children by the end of KS2 in reading, writing & maths |
| B. | Attainment of children eligible for PP in Year 1 and Year 2 (moving into Year 2 and 3) is less than other children in reading, writing and maths. This will prevent high achievement at the end of KS1 and 2 |
| C. | Behaviour issues for a small minority of pupils (mostly eligible for PP) are having detrimental effect on their academic progress. |

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

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| D. | Attendance rates for PP children are (94.9% - July 2017) compared to other children (95.4%). Although this gap has closed compared to the previous year, this is impacting on rates of progress for some of our DA children |
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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, writing and in particular maths, in KS2 results 2018	<p>Attainment gap in 2018 to close and be at least in line with national</p> <p>Progress rates for PP children to be consistent across subjects. (discrepancy from reading and writing compared to maths 2017)</p> <p>Measured in Y6 by teacher assessments and successful moderation practices established across Ignite TSA</p>
B.	Attainment of PP in current Year 2 class (2017-18) to be in line with Non DA children in reading, writing and maths	<p>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.</p> <p>Measured by KS1 teacher assessments in reading, writing and maths</p>
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 (96% target)

5. Planned expenditure	
Academic year	2017-18
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 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 EEF indicates meta-cognition and self regulation can add up to 8 months progress along with collaborative learning (5 months) A designated teacher leads an action plan promoting learning power in each classroom EEF research also evidences that small group tuition adds value to a child's education. Having highly competent additional teachers to deliver such sessions will have huge impact on the children of St Bernard's	Regular monitoring of impact - updating of progress meeting records (half termly) - Reports to SLT - Action plans related to a learning powered approach	KS1 – SC KS2 - NS	July 2018
Improved progress and attainment in writing	Pobble - celebrating writing	Pobble will give children the opportunity to be a published author and have a global audience for their writing. The platform encourages reluctant writers and makes writing exciting. It also engages parents and informs them of their child's progress in writing.	- Pobble Champions in each class (pupils who can help others use the commenting feature) - two published authors per week in each class, celebrated in Friday assembly - Pobble CPD for staff each term	ER	Dec 2017 March 2018 July 2018

Improved outcomes for all children across the curriculum	Increased enrichment opportunities (continuation from 2016-17)	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 2018
Total budgeted cost					£57000
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 TA support	Deploying an additional TA across KS2 allows for extra feedback, support and progress for PP children EEF evidences the positive impact effective feedback can have on children (+8 months). Having another highly competent member of staff supporting the existing high level of AfL and feedback across the school will be beneficial to children's progress across subjects and through targeted intervention	Regular monitoring of impact - updating of progress meeting records (half termly)	RS / SJ / ER	Dec 2017 March 2018 July 2018
Improved rates of progress in reading for all KS1 children	Additional reading support (continuation from 2016-17)	Increased opportunities for developing and practising reading skills will impact on competence and confidence levels of the children. Employing additional adults will allow for 1-1 tuition in reading (a high impact strategy according to EEF +5 months)	Regular monitoring of impact - updating of progress meeting records (half termly)	ST / SC / ER	Dec 2017 March 2018 July 2018
Total budgeted cost					£19000

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	<p>Attendance Officer employed to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Incentives for good attendance</p>	<p>Progress rates and attendance depend on high attendance rates.</p> <p>Children and families are rewarded for ensuring their child is punctual and attendance is at the at least desired level (96%)</p>	<p>Weekly scrutiny of attendance figures, comparing PP and other children</p> <p>- Attendance officer to report to Head of School on fortnightly basis</p> <p>- Tracking of children with less than expected attendance rates closely monitored</p>	EP / SJ	<p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>
Improved behaviour for small minority of pupils identified	<p>Personal Behaviour Plans to identify targeted multi-agency support and positive actions to improve behaviour</p> <p>New approach to lunchtime provision - staggered lunchtimes / buddy system</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Increased responsibility for children to take care of younger children improves their self esteem and levels of respect</p> <p>- TAs from each class supervising children allows for good relationships to be built on further</p>	<p>Daily monitoring of behaviour incidents and records on CPOMs</p> <p>Regular monitoring of staggered lunchtimes and the impact on number of incidents</p> <p>- incidents at lunchtime to reduce significantly as the year progresses</p>	<p>SJ</p> <p>All associated teachers</p> <p>SJ / KB / ER</p>	<p>July 2018</p> <p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>

Total budgeted cost	£11,000
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6. Review of expenditure

SUMMER July 2017	2016-17
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost
Improved progress and attainment in writing	Blogging project	Staff and children across KS2 retrained by David Mitchell in Jan on how to blog since start of the year. Initial impact good with children recording entries and commenting on each other's writing Excellent progress rates in writing for DA children 2017 was +2.91	Approach to continue into new academic year as blogging not fully embedded	£10000
Improved outcomes for all children across the curriculum	Increased enrichment opportunities	All classes have experienced trips / enrichment opportunities through their curriculum. Children in T5/6 have had writing published as part of the TSA. Children have improved their confidence due to Action Transport Theatre work This has been captured on twitter on connector videos and is also evidenced in connector books	Pupil Premium to continue to be used to subsidise trips and enrichment activities for all children Projects based on Global Learning are planned	£10000

		<p>Subject Leader data captures (all subjects) indicates good outcomes for children across the curriculum.</p> <p>Singing for Songbirds campaign had huge impact on children in a number of ways</p> <ul style="list-style-type: none"> - improved outcomes in writing - improved outcomes in speaking and listening due to drama activities involved 		
ii. Targeted support				
Desired outcome	Chosen action / approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost
Improved rates of progress for PP children in reading and writing by the end of KS2	Targeted additional teacher support	<p>KO provided excellent effect supporting T6 and contributing to overall progress. Targeted support for PP and other children has been implemented since the start of the year.</p> <p>Progress scores of +2.91 in writing and +2.33 in reading are significant</p>	Approach to continue until end of year. Additional support to continue in KS2 with another member of teaching staff and a new TA	£57000
Improved rates of progress in reading for all PP children in school	Use of Reading Pro resource	<p>Since Sept, we have seen a good overall improvement in lexile scores following use of the Reading Pro resource</p> <p>ER to share examples if requested</p>	Approach to continue into next academic year 2017-18	
Improved rates of progress in reading for all KS1 children	Additional reading support	Extra reading helpers continuing to contribute to good progress across KS1 classes	Approach to continue into next academic year 2017-18	

Improved rates of progress of PP children in KS1 and KS2 in reading, writing & maths	Additional teacher support – KS1 Additional teacher support – KS2	Good impact in T2 Maths / RWI due to additional teacher role Staff member returned start of Spring term and will be given role of leading a revised learning power approach to improve children’s meta-cognition	Approach to continue into next academic year 2017-18	
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iii. Other approaches

Desired outcome	Chosen action / approach	Impact to date: Are we on track to meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	Implications for next academic year (and whether you will continue with this approach)	Overall committed cost												
Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Incentives for good attendance	Attendance system in place - close monitoring across year groups being recorded and analysed for impact regularly. There have been excellent improvements with many children / families this year compared to last. Good improvements for key children have been made compared to previous year Attendance as of July is as follows <table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>Previous Year</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.4%</td> <td>95.1%</td> </tr> <tr> <td>DA</td> <td>94.9%</td> <td>93.5%</td> </tr> <tr> <td>Gap</td> <td>-0.5%</td> <td>-1.6%</td> </tr> </tbody> </table>		Current	Previous Year	All	95.4%	95.1%	DA	94.9%	93.5%	Gap	-0.5%	-1.6%	Relentless approach to improve attendance further to continue into next academic year	£11000
	Current	Previous Year														
All	95.4%	95.1%														
DA	94.9%	93.5%														
Gap	-0.5%	-1.6%														

<p>Improved behaviour for small minority of pupils identified</p>	<p>Personal Behaviour Plans to identify targeted multi-agency support and positive actions to improve behaviour</p> <p>New approach to lunchtime provision - staggered lunchtimes / buddy system</p>	<p>A very small number of children have PBPs</p> <p>Good impact and reduction of recorded incidents for some of these children over time.</p> <p>Still ongoing concerns regarding behaviour of a very limited number of children with PBP</p> <ul style="list-style-type: none"> - plans are continuing to be reviewed and future actions considered 		
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