

# 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					
<b>School</b>	St Bernard's RC Primary – A Voluntary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£88440	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	198	<b>Number of pupils eligible for PP</b>	67	<b>Date for next internal review of this strategy</b>	Jan 18

2. Current attainment				
<b>Attainment – July 2017</b>	<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>
<b>Average scaled score READING</b>	101.7		105.4	105.4
<b>% achieving ARE or above in writing KS2 (Teacher Assessed)</b>	50%		87%	81%
<b>Average scaled score MATHS</b>	101.6		105.3	105.3
<b>% achieving ARE or above in reading, writing &amp; maths KS2</b>	42%			67%

## Progress - July 2017

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>+2.33</b>	<b>+2.91</b>	<b>+0.31</b>
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)*

- A. 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
- 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)*

- 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

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 2018	Gap in 2017-18 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 (2017-18) to be in line with Non DA 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	
<b>Academic year</b>	<b>2017-18</b>
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. <b>Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 ridiculously exciting. It also engages parents and informs them of their child's progress in writing.	<ul style="list-style-type: none"> <li>- Pobble Champions in each class (pupils who can help others use the commenting feature)</li> <li>- two published authors per week in each class, celebrated in Friday assembly</li> <li>- Pobble CPD for staff each term</li> </ul>	ER	July 2018
Improved progress and attainment in writing	100 Word Challenge	Increased opportunity for children to write for a purpose and have a clear audience	<ul style="list-style-type: none"> <li>-Initial sign-up and training for staff</li> <li>- Ongoing support for staff in effective use</li> <li>- Regular feedback from children to ascertain effectiveness</li> </ul>	ER / SJ / AM	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
<b>Total budgeted cost</b>					<b>£10000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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	Regular monitoring of impact - updating of progress meeting records (half termly)	RS	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	Regular monitoring of impact - updating of progress meeting records (half termly)	ST / SC / ER	July 2018
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	July 2018
<b>Total budgeted cost</b>					<b>£54000</b>

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2017 April 2018 July 2018

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 All associated teachers</p> <p>SJ / KB / ER</p>	<p>July 2018</p> <p>Dec 2017 April 2018 July 2018</p>
<b>Total budgeted cost</b>					<b>£18,000</b>

6. Review of expenditure				
<b>SUMMER July 2017</b>		<b>2016-17</b>		
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	Approach to continue into new academic year as blogging not fully embedded	<b>£10000</b>
Improved outcomes for all children across the curriculum	Increased enrichment opportunities	<p>All classes have experienced trips / enrichment opportunities through their curriculum.</p> <p>Children in T5/6 have had writing published as part of the TSA</p> <p>Children have improved their confidence due to Action Transport Theatre work</p> <p>This has been captured on twitter on connector videos and is also evidenced in connector books</p> <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"> <li>- improved outcomes in writing</li> <li>- improved outcomes in speaking and listening due to drama activities involved</li> </ul>	<p>Pupil Premium to continue to be used to subsidise trips and enrichment activities for all children</p> <p>Projects based on Global Learning are planned</p>	<b>£10000</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact to date:</b> Are we on track to meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Implications for next academic year</b> (and whether you will continue with this approach)	<b>Overall committed cost</b>



Improved rates of progress for PP children in reading and writing by the end of KS2	Targeted additional teacher support	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  A high proportion of disadvantaged children are made MTE progress since the start of the year.	Approach to continue until end of year. Additional support to continue in KS2 with another member of teaching staff and a new TA	£54000
Improved rates of progress in reading for all PP children in school	Use of Reading Pro resource	Since Sept, we have seen a good overall improvement in lexile scores following use of the Reading Pro resource  ER to share examples if requested	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	Approach to continue into next academic year 2017-18  Additional teacher will be covering PPA in KS2 from Sept 2017	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact to date:</b> Are we on track to meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Implications for next academic year</b> (and whether you will continue with this approach)	<b>Overall committed cost</b>

<p>Increased attendance rates</p>	<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>Attendance system in place - close monitoring across year groups being recorded and analysed for impact regularly.</p> <p>There have been excellent improvements with many children / families this year compared to last.</p> <p>Good improvements for key children have been made compared to previous year</p> <p>Attendance as of July is as follows</p> <table border="1" data-bbox="689 549 1117 831"> <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%	<p>Relentless approach to improve attendance further to continue into next academic year</p>	<p>£18000</p>
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<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"> <li>- plans are continuing to be reviewed and future actions considered</li> </ul>														

