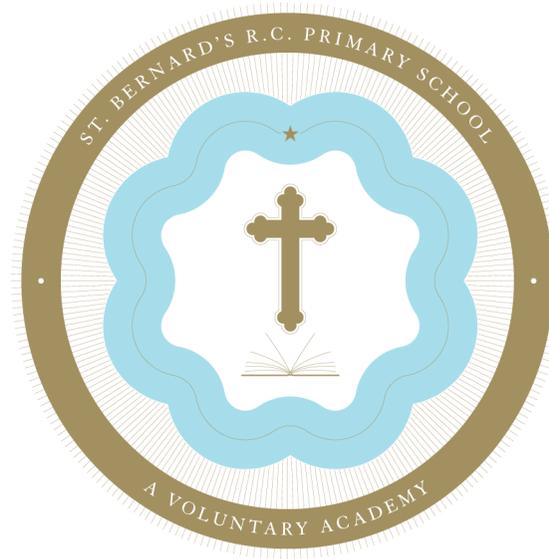


St Bernard's RC Primary School – A Voluntary Academy



Pupil Premium Strategy Report 2018-19 (updated January 2019)

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	2018-19	Total PP budget	£88440	Date of most recent PP Review	N/A
Total number of pupils	205	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Jan 19

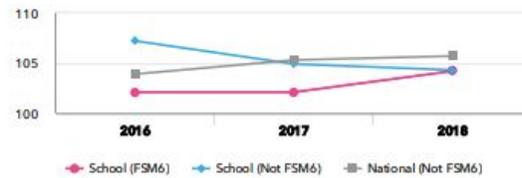
2. Current attainment			
Attainment – July 2018	<i>Pupils eligible for PP (St Bernard's) - 8 children</i>	<i>Pupils not eligible for PP (St Bernard's)</i>	<i>Pupils not eligible for PP (national average 2018 provisional data)</i>
Average scaled score READING	103.4 (this has increased since 2017- 101.7)	104.9	106.1
Average scaled score WRITING	101.3	102.5	102.8
Average scaled score MATHS	105 (this has increased significantly since 2017 - 101.6)	103.8	105.4
% achieving ARE or above in reading, writing & maths KS	50%	75%	70%

Attainment Summary -
July 2018

Disadvantaged pupils

KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



Attainment IN READING and MATHS combined for our disadvantaged pupils increased from end of 2017 to 2018

The % of PP children reaching expected standard in GPS has continued to increase. PP children attained higher than non PP children in school and nationally in GPS in 2018. 50% (4/8) of our PP children achieved the higher standard in GPS in 2018

In 2018, there was no attainment gap for PP children in GPS or Maths. The gap has closed in writing in 2018 compared to 2017 but there continues to be a consistent gap in reading.

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 |
| B. | Progress rates for PP children have declined in 2018 compared to previous years by the end of KS2 across all subjects |
| C. | PP children in EYFS attain lower than non PP children. A gap is present which needs to be closed across KS1 |

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

D.	Attendance rates for PP children are (94.1% - July 2018) compared to other children (95.2%). Although this gap has closed compared to the previous year, this is impacting on rates of progress for some of our DA children. The school has a small number of persistent absentees, some of whom are PP children	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attainment for disadvantaged children in reading and writing in KS2 & KS2 results 2019	<ul style="list-style-type: none"> - Attainment gap in 2019 to close and be at least in line with national - Progress rates for PP children to be consistent across subjects. (discrepancy from reading and writing compared to maths 2018) - Measured in Y6/Yr 2 by teacher assessments and successful moderation practices established across Ignite TSA. Also measured by FFT target setting and data as well as in year class gap analysis
B.	Progress rates for disadvantaged children in reading and writing to surpass non disadvantaged children to enable the gap in attainment to close	<ul style="list-style-type: none"> - Progress rates for PP children to increase in 2019 compared to 2018 in reading and writing - Measured by KS2 teacher assessments in reading and writing
C.	Attainment gap of disadvantaged children in current Year 1 class to be close compared to previous year	<ul style="list-style-type: none"> - Progress rates for disadvantaged children to increase - Focussed intervention and support leads in increased attainment in reading, writing and maths
D.	<p>Increased rates of attendance for children eligible for PP</p> <p>Reduce number of persistent absentees compared to previous academic year</p>	<ul style="list-style-type: none"> - Overall PP attendances improves and is in line with other children (96% target) - Persistent absentee list to reduce by at least 50%

5. Planned expenditure

Academic year	2018-19
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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? Red text -Dec/Jan updates
Improved attainment for disadvantaged children in reading in KS2 & KS1 results 2019	<p>Additional teacher support – EYFS / KS1</p> <p>Additional TA support for reading - KS1</p> <p>Reading buddy approach for key children across the school, in</p>	<p>Additional teacher expertise in Key Stage 1 will enable PP children to make rapid and sustained progress in phonics and reading.</p>  <p>High impact for very low cost, based on extensive evidence.</p> <p>EEF indicates reading comprehension strategies can add 6 months progress. A reading recovery teacher supports children across KS1 and additional adults are employed to support children with their reading. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. This will then lead to improved progress and attainment in reading</p> <p>EEF research also evidences that small group tuition adds value to a child’s education. Having highly competent teachers / LCs to deliver extra reading sessions 3 x weekly will have huge impact on the children of St Bernard’s</p>	<p>Regular monitoring of impact</p> <ul style="list-style-type: none"> - updating of progress meeting records (half termly) - Reports to SLT - Balance assessment <p>- monitored in class daily to ensure all children are reading regularly (ideally daily but at least 3 times per week)</p> <p>- reading rainbow records / rewards to track the amount of</p>	<p>KS1 – SC</p> <p>KS1 - AW reading support for all KS1 classes</p> <p>Each member of staff has been</p>	<p>Jan 2019</p> <p>All PP children have made pleasing progress in Aut term. This is evident in reading assessments and case studies</p> <ul style="list-style-type: none"> - approach to continue into Spring term <p>Jan 2019</p> <p>Children who don't get support with reading from home are being prioritised. In most cases 2 x buddy sessions per week led by staff. Good impact being seen with Yr 6 buddies and younger children</p>

	<p>particular PP children in KS2 Mastery CPD for teaching staff for reading & writing</p> <p>Increased spending in new reading books for all Key Stages</p>	<p>All teaching staff receive CPD for teaching of reading and writing each year through our work as a TSA. Allocating spend in this area improves our teachers expertise to teach mastery effectively</p> <p>Mastery learning Moderate impact for very low cost, based on moderate evidence. </p> <p>CPD will be also sourced to support oracy and effective teaching of reading</p> <p>Having a range of suitably challenging texts for children across all cohorts will inspire them to read more and gain higher tier vocabulary to use when speaking and writing</p>	<p>reading children are doing in school and at home</p> <p>CPD evaluations and records & ongoing monitoring of learning in school</p> <p>CPD impact records</p>	<p>allocated reading buddies</p>	<p>2019 CPD impact is reviewed regularly and all staff receiving CPD present impact to SLT following courses</p> <ul style="list-style-type: none"> - all teaching staff due to attend conference on vocabulary development in Jan and specialised training for TAs when teaching reading to take place in Feb <p>New books purchased to support children's interests and current curriculum focus</p>
Improved progress and attainment in writing	Pobble - celebrating writing	<p>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.</p>	<ul style="list-style-type: none"> - 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	<p>Jan 2019 Children continue to have writing published and awarded in assembly - continue approach</p>
Improved outcomes for all children across the curriculum	Increased enrichment opportunities / trip subsidy	<p>Children's enthusiasm & passion to learn is heightened by enriching experiences</p> <ul style="list-style-type: none"> - STEAM festival - Subsidised educational trips for all year groups - Subsidised residential trips for Yrs 5 & 6 - External educational workshops / visitors for children in all year groups 	<p>Monitoring and reporting on impact of visitors to school such as published authors and well as school trips.</p> <p>Staff to report on impact of trips and progress to be seen</p>	ER / SJ	<p>Jan 2019 STEAM festival a huge success. Children have gained art, computing, maths & science knowledge as well as enhancing their problem solving skills</p>

			in Connector and English books		
Total budgeted cost					£33200
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	One to one tuition & small group tuition	<p>One to one tuition Moderate impact for high cost, based on extensive evidence.  +5</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.  +4</p> <p>EEF indicates positive progress gained from additional 1-1 and small group tuition</p> <p>Sessions for Yr 6 PP children who are not currently making the progress we would like from their starting points take place in Autumn term (2 x 1hr weekly)</p> <p>Following this sessions take place weekly for all Yr 6 children and in Spring / Summer terms for for Yr 2 children, including those who are PP</p> <p>In Spr and Summer terms, PP children in Yrs 3, 4 & 5 are identified for extra tuition sessions where targeted teaching looks to accelerate progress and close gaps in attainment</p> <p>Head of School & Assistant Head act as extra teaching support in KS2 classes, focussing on PP children</p>	<p>Regular monitoring of impact - updating of progress meeting records (half termly)</p> <p>Updates in Balance assessment</p>	RS / SJ / ER / AM / ME	<p>Dec 2018 Excellent gains in children's confidence as a result of high quality first teaching and additional extra support led by SLT</p> <p>- approach to continue into Spring term</p> <p>March 2019</p> <p>July 2019</p>
Total budgeted cost					£29,900
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>Free breakfast for PP children</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>Providing free breakfast club provision for PP children prone to prior poor attendance and punctuality will ensure they are in school on time and better prepared to learn</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> <p>- Persistent absentees monitored on daily basis. Attendance SYCOL system in place to monitor and support families</p>	EP / SJ	<p>Dec 2018 Case studies evidence excellent improvements with persistent absentees PP attendance is currently better than previous year. Excellent feedback received from EWS recent review</p> <p>March 2019</p> <p>July 2019</p>
Pastoral support for our most vulnerable families and children	Pastoral Support Coaches / Additional Learning Coach time	<p>Research shows that parental engagement can have a positive impact on a child's progress.</p> <p>We have 2 designated Pastoral Support Coaches to work with families as well as a trained counsellor to support our most vulnerable children, many of whom are PP</p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p> 	½ termly supervision records, evaluating impact of support work	EP / DB / SG	<p>Oct 2018</p> <p>Dec 2018</p> <p>Feb 2019</p> <p>April 2019</p> <p>May 2019</p>
Total budgeted cost					£24,980

6. Review of expenditure				
SUMMER July 2018		2017-18		
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 rates of progress of PP children in KS1 and KS2 in reading, writing & maths	Additional teacher support – KS1 Additional teacher support – KS2	<ul style="list-style-type: none"> - Attainment gap in maths has closed in 2018, as has writing. However, PP children still attain less than others nationally in writing and reading - Additional KS2 teacher role changed, resulting in less intervention and impact - Phonics scores are back in line with national as a result of additional KS1 teacher and reading buddy approach 	<p>More focussed 1-1 and small group tuition needed in new academic year</p> <p>Continue reading buddy and extra adult support into 2018-19 academic year</p>	
Improved progress and attainment in writing	Pobble - celebrating writing	<ul style="list-style-type: none"> - Attainment in writing at the end of KS2 was in line with national - Gap in attainment for PP closed compared to previous year - An increasing number of children are having writing publish on pobble 	Continue approach into 2018-19 academic year	
Improved outcomes for all children across the curriculum	Increased enrichment opportunities	<ul style="list-style-type: none"> - All PP children had access to residential trips in Teams 5 & 6 - All children across the school benefitted from a range of curriculum experiences internally and externally - Curriculum work involving Chester Zoo has had an excellent impact on all children across the school with higher levels of engagement and motivation to write 	Continue approach into 2018-19 academic year	

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 TA support Booster tuition	Progress rates have been limited in reading and have shown a decline from previous year - More focussed plan needed in 2018-19	Focus on more 1-1 and small group tuition in 2018-19 year, led by teaching staff and based on EEF research on reading comprehension strategies which can accelerate progress by 6 months Continue to invest in mastery CPD to support teachers with teaching of reading	£57000
Improved rates of progress in reading for all KS1 children	Additional reading support	A greater proportion of children are having at least 3 reading sessions with an adult or their parents a week	Continue approach of staff reading buddies Continue approach of additional adult (AW) to support children with reading	
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

<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>There are still some persistent absentees in school. Work is relentless with external agencies to ensure these children are not disadvantaged by poor attendance</p>	<p>Relentless approach to improve attendance further to continue into next academic year</p>	<p>£11000</p>
<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 	<p>Excellent progress being seen, therefore 2018-19 spend to be committed elsewhere</p>	