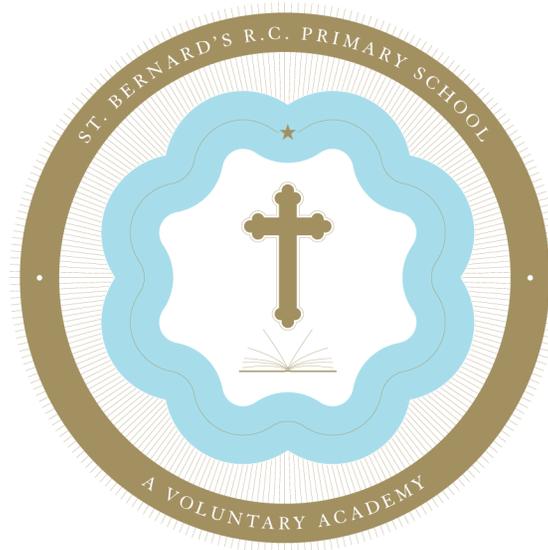


St Bernard's RC Primary School – A Voluntary Academy



Pupil Premium Strategy Report

3 Year Strategy 2019-2022

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our principles

At St Bernard's, our vision is 'excellence in all we do' and we provide a culture where:

- We believe in the unseen potential of **all** children
- **All** staff adopt a 'solution-orientated' approach to overcoming barriers
- **All** staff support children to develop 'growth mindsets' towards lifelong learning
- **All** staff are aware of who our disadvantaged children are
- **All** disadvantaged children benefit from the funding, not just those who are under-performing
- We use research (Such as EEF Toolkit) to support us in determining the strategies that will be most effective

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

Sustaining excellent work in 2019 to eradicate the attainment gap at the end of KS2 between disadvantaged pupils and their peers (national)

Providing targeted academic support for disadvantaged pupils who are not making the progress expected

Addressing non-academic barriers to attainment such as attendance and persistent absenteeism

Focussing on early reading support and intervention in EYFS to support children as they transition to KS1

Building on strong pastoral support for our most vulnerable families

Current strengths and successes

At end of KS2, no attainment gap for disadvantaged children (12) compared to others nationally:

Reading - 92% EXS

Writing - 75% EXS

Maths - 83% EXS

Combined RWM for KS2 PP children in 2019 (12 in total) 75% EXS and 8% GDS.

Attendance rates for disadvantaged children in 2019 improved compared to previous year - however, this will be an ongoing focus to ensure no groups of children are disadvantaged by poor attendance

Outcomes for disadvantaged children across the curriculum are strong overtime

Barriers to future attainment

In school barriers

- | | |
|---|---|
| 1 | Significant attainment gap for disadvantaged children in current T3 cohort in R, W & M |
| 2 | Significant attainment gap for disadvantaged children in current T4 cohort in W |
| 3 | % of disadvantaged children reaching higher standard in all subjects at end of KS2 less than other children |

Non academic barriers

- | | |
|---|---|
| 4 | A proportion of persistent absentees are disadvantaged |
| 5 | Social and emotional needs of some disadvantaged children impacts on progress rates |

Our strategic approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching

2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Teaching

1. Access to high quality CPD for all staff to ensure systemic practice across the school
2. Professional development: Teacher Learning Community (TLCs) and coaching sessions to improve quality of teaching across the curriculum

Targeted academic support

1. Structured interventions: Introducing reading interventions for pupils who are below age-related expectations
2. Small group tuition: targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using teachers and Learning Coaches

Wider strategies

1. Readiness to learn: access for disadvantaged children to breakfast club to provide pupils with a nutritious breakfast before school
2. Attendance: Attendance Officer employed to monitor pupils and follow up quickly on absences.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and SENDCo

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The **Head of School** and **Pupil Premium governor** are responsible for ensuring a pupil premium strategy is always in effect.

Designated SLT Lead: Mr S Jevons (Head of School)

Designated Governor: Mrs B Letissier (Chair of Governors)

Overview of funding available

Funding information 2019-20			
Total number of pupils	202	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	67	Total PP budget	£88440
Estimated Funding information 2020-21 (indicative figures based on current numbers)			
Total number of pupils	202	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	67	Total PP budget	£88440
Estimated Funding information 2021-22			
Total number of pupils	202	Pupil Premium grant received per pupil	£1320
Number of pupils eligible for PP	67	Total PP budget	£88440

Intervention planning in full

Intervention:	ELSA		
Category:	Personal Development		
Intended outcomes:	Improve children's emotional well-being in order to engage better with learning in class Parental engagement improved	Success criteria:	Noticeable improvement in learning engagement for targeted children

<p>Rationale</p>	<p>Research shows that parental engagement can have a positive impact on a child's progress. 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 <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 		
<p>Staff lead:</p>	<p>Mental health Champion and pastoral support team</p>		
<p>Implementation</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
	<p>How we will implement this intervention in year 1:</p> <p>Weekly timetabled ELSA sessions for targeted children. Parents / carers involved in process and kept informed of progress</p> <p>Intervention notes recorded and shared with class teachers and learning coaches</p> <p>Regular meetings between relevant staff to review impact on children's well being and engagement in lessons</p> <p>Boxall profile assessment pre & post intervention to determine progress made.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued approach</p> <p>ELSA lead to share expertise with other staff to increase intervention capacity</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach</p>
<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£10,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	One to one tuition & small group tuition		
Category:	Quality of Education		
Intended outcomes:	Improved rates of progress for PP children in reading and writing in identified year groups (6, 4 & 3) with attainment gaps	Success criteria:	Accelerated progress rates Improvements in children's confidence to apply learning across the curriculum
Rationale	<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>		

Staff lead:	KS1 & 2 Leaders					
Implementation	Year 1		Year 2		Year 3	
	<p>How we will implement this intervention in year 1:</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 Yr 3 & 4 children, including those who are PP.</p> <p>Head of School & Assistant Head act as extra teaching support in KS2 classes, focussing on PP children</p>		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued approach where necessary - ensuring intervention work is built on for children not working at the expected standard</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£20000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£

	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance systems		
Category:	Behaviour and attitudes		
Intended outcomes:	Improved attendance rates of all pupils (inc disadvantaged) % of persistent absentees continues to reduce	Success criteria:	No gap between disadvantaged and other children Persistent absenteeism rate to be less than national figures
Rationale	High attendance increases the potential of high attainment. Learning time lost due to poor punctuality impacts on progress rates.		
Staff lead:	KS1 & 2 Leaders		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <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>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued approach where necessary - ensuring intervention work is built on for children who are showing improvements in attendance and punctuality</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£15000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease	Increased <input type="checkbox"/>	Did expenditure increase,	Increased <input type="checkbox"/>

			or remain the same?	Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	decrease or remain the same?	Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Additional teacher and learning coach support		
Category:	Quality of Education		
Intended outcomes:	Increased % of disadvantaged children reaching higher standard across subjects Improved attainment in reading at end of KS1	Success criteria:	% disadvantaged children achieving higher standard in combined subjects increases from 2019 figure (5%)
Rationale	<p>Additional teacher expertise in Key Stage 1 will enable PP children to make rapid and sustained progress in phonics and reading.</p> <p>Reading comprehension strategies 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. The Head of School and Assistant Head support learning across KS2, including additional reading support</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>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>		

	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					
Staff lead:	KS1 & 2 Leaders					
Implementation	Year 1		Year 2		Year 3	
	<p>How we will implement this intervention in year 1:</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 - monitored in class daily to ensure all children are reading regularly (ideally daily but at least 3 times per week) - reading rainbow records / rewards to track the amount of reading children are doing in school and at home <p>CPD evaluations and records & ongoing monitoring of learning in school</p>		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued, relentless approach to ensure all children master reading and reach their potential across the curriculum</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£38000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

					remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£				

Intervention:	Increased extra curricular and curriculum enrichment activity		
Category:	Quality of Education / Personal Development		
Intended outcomes:	Improved pupil outcomes and enhanced personal development	Success criteria:	All pupils, including those who are SEND / disadvantaged have access to extra-curricular and enriching experiences. Increased participation in extracurricular activities
Rationale	<p>EEF research indicates strong benefits of the following being made available to children:</p> <p>Sports participation <small>Low impact for moderate cost, based on limited evidence.</small> </p> <p>Arts participation <small>Low impact for low cost, based on moderate evidence.</small> </p>		

	<p>Outdoor adventure learning <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>  <p>Every child at St Bernard's should have the opportunity to access a full curriculum, including trips and experiences as well as having a range of educational and sporting curricular activities in addition to their normal curriculum time.</p> <p>The school aims to ensure that during an academic year, a wide range of opportunities are provided for all children.</p> <p>No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children such as SEND or disadvantaged are benefitting from the offer</p>					
Staff lead:	ER & KS Leaders					
Implementation	Year 1		Year 2		Year 3	
	<p>How we will implement this intervention in year 1:</p> <p>Wide offer of curriculum experiences and extracurricular clubs planned</p> <ul style="list-style-type: none"> - Attendance lists monitored to ensure all groups of children are benefitting from the offer, in particular disadvantaged and SEND 		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued, relentless approach to ensure all children have access to enriching experiences</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£6000	Is expenditure anticipated to increase, decrease	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	Is expenditure anticipated to increase, decrease or	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p>

			or remain the same?		remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£				