

St.Bede's RC VA Primary School:2017-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019			
Total number of pupils	229 (incl 20 in N)	Number of pupils eligible for pupil premium funding	31 (13.53% of total on roll)
Total pupil premium budget:	£43 860	Date of PP Strategy review: September 2019	
2. End of Key Stage 2 (Year 6) attainment			
		2018 School End of KS2	2018 National Average
		2018 School pupils eligible for PPF	
% reaching expected standard in reading, writing & maths		72.4%	64%
% reaching expected standard in reading		16.7%	75%
% reaching expected standard in writing		33.3%	78%
% reaching expected standard in maths		16.7%	76%
		33.3%	

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019

A.	Attendance and punctuality for some children is a barrier to learning and well-being.
B.	Some children are not able to complete homework tasks, e.g. reading, spellings, set homework, times tables practice.
C.	Low self-esteem and low aspirations of some pupils.

4. Planned expenditure 2018-2019

i. Strengthen the quality of teaching and learning Total budgeted cost = £ Nil

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
Improved writing skills for disadvantaged pupils in Y2 and KS2.	<p>Staff training to identify the gaps in pupils' writing skills, progression of writing skills and providing learning opportunities for pupils to develop writing skills.</p> <p>Effective deployment of staff to teach and improve writing skills for disadvantaged pupils.</p> <p>Staff meeting to understand in-school variations about how these pupils are performing and the characteristics of learners who are struggling beyond the PP label.</p>	<p>The priority for disadvantaged pupils is consistently high-quality teaching every day.</p> <p>Knowledge and understanding of pupils and their barriers to learning, when shared, supports better outcomes.</p>	<p>Planning and book scrutiny</p> <p>Lesson observations.</p> <p>Peer observation of lessons to embed learning – cover for teachers.</p> <p>Half-termly disadvantaged pupil progress meetings.</p> <p>Half-termly teacher assessments show progress.</p> <p>Pupils' books</p> <p>Pupils' verbal responses.</p>	GN, SC.	

ii. Targeted support for pupil premium children. Total budgeted cost = £34 580

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far

<p>Reading</p> <p>The gap between Disadvantaged and non- Disadvantaged pupils in Y4, 5 and 6 will decrease in Reading comprehension.</p>	<p>Reciprocal Reading - small group teaching for Y4, 5 and Y6. Whole class teaching for Y4 . Lexia program. Accelerated Reading Programme in Y5 and 6 – individual pupil progress tracked weekly and reading sessions 4/5 days of the week.</p>	<p>Targeted support for Disadvantaged pupils is based on an accurate assessment of their needs.</p>	<p>FFT Research Project results. NARA Reading Test where appropriate. Pupils' verbal responses. Lexia data. Accelerated Reading data.</p>	<p>GN, CC and JY.</p>	
<p>Writing</p> <p>Improved writing skills for disadvantaged pupils in Y2 and KS2.</p>	<p>Teachers' planning includes activities and/or small group teaching to develop the writing skills of disadvantaged pupils. Teach pupils how to plan effectively for the Big Write. Class and small group activities to promote the use of rich and varied vocabulary. RWI "Get Writing" programme.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as "Visible Learning" by John Hattie. We want to combine this provision with some interventions.</p>	<p>Where interventions are used to diminish the difference – teachers retain ownership of outcomes. Planning and book scrutiny. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.</p>	<p>GN, SC.</p>	
<p>Maths</p> <p>Improved Number skills for disadvantaged pupils in Y3, 5 and 6.</p>	<p>Power of 2 – 1:1 Maths coaching programme. Small group teaching. Y5 and 6 – HJ to consolidate daily learning in an afternoon session for those pupils who require further explanation or practice. Mathletics tasks matched to pupils' needs.</p>	<p>Some pupils need targeted support to close gaps in their mathematical understanding and mental arithmetic skills. Power of 2 is a 1:1 coaching programme which has been effective with other pupils in school.</p>	<p>Where interventions are used to diminish the difference – teachers retain ownership of outcomes. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.</p>	<p>GN, JY.</p>	
<p>Phonics</p> <p>Improved phonic outcomes for 5 pupils in Y2.</p>	<p>Daily 1:5 10 minutes recap session. Daily 1:5 30 minutes RWI Phonics session.</p>	<p>Targeted support is based on an accurate assessment of pupils' needs to close gaps in their phonic knowledge and skills.</p>	<p>Phonic screening results. RWI assessments.</p>	<p>SC, GN</p>	

iii. Other approaches to raise the attainment and progress of pupil premium children.			Total budgeted cost = £13 750		
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p><u>Engagement and raising aspirations</u></p> <p>Respond to and meet the needs of disadvantaged pupils by building cultural capital.</p>	<p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life.</p> <p>Adults in school will identify disadvantaged pupils to mentor. The intention is to raise the pupils' self-esteem, confidence and aspiration levels.</p>	<p>Research indicates that disadvantaged pupils can gain self-esteem and confidence when given opportunities other than academic learning. In turn, this promotes a positive "I can" attitude towards learning.</p>	<p>Disadvantaged pupils are encouraged to be monitors, pupil council, house captains, sports team members – class teacher records / pupil profile. Disadvantaged pupils take part in extra curricular activities, visits and residential trips.</p>	SLT	
<p><u>Engaging parents</u></p> <p>Establish more effective channels of communication with parents of disadvantaged pupils.</p>	<p>Support parents in understanding their contribution to their child's success.</p> <p>Regular communication – half-termly meeting with class teacher and/or GN.</p> <p>Introduction of St.Bede's B 'n' T Club after October half-term. (Breakfast and After School Club).</p>	<p>Parents need to feel confident in supporting their child's learning and be encouraged to do this to help their child achieve expected outcomes.</p>	<p>Levels of engagement of parents; parental feedback and attendance data.</p>	SLT	

5. Review of expenditure for previous academic year 2017-2018

i. Improve the quality of teaching, learning and assessment.

Total budgeted cost = £nil

Intended outcomes	Actions	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)
Improved number skills in Y3, 4 and 5.	<p>Staff training on identifying the gaps in pupils' understanding of number, progression of number skills and providing learning opportunities to develop skills. Lesson observation – SLT / JY /GN Peer observation of lessons to embed learning – cover for teachers. Half-termly teacher assessments show progress. Pupils' books Pupils' verbal responses. Disadvantaged pupil profiles.</p>	<p>Y3 – All pupils made good progress. 1 pupil did not meet expected standard due to their needs but made good progress. Y4 – All pupils made progress from their starting point. Some pupils did not meet the expected standard due to their needs but made good progress. Y5 – All pupils made good progress. 2 pupils did not meet the expected standard due to their needs but made good progress.</p>	<p>Continue to target number skills for these pupils. Any misconceptions in their understanding need to be addressed as soon as possible with an additional small group teaching session delivered by a TA on the same day.</p>
The gap between disadvantaged and non-disadvantaged pupils in Y4 will decrease in R, W and M.	<p>Y4 staff training to analyse in-school variations about how these pupils are performing. Reciprocal Reading Project – taught as whole class approach for Y4 – see targeted interventions below. Teachers in the classroom are primarily accountable for the outcomes of disadvantaged learners. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses. Disadvantaged pupil profiles. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses. Disadvantaged pupil profiles.</p>	<p>Reading – All pupils made good progress. Three pupils met the expected standard. Writing – All pupils made good progress. One pupil met the expected standard. Mathematics – All pupils made good progress. Three pupils met the expected standard.</p>	<p>Continue to target this group of pupils to further improve their understanding and skills in R, W and M. Provide additional targeted teaching of writing skills as this is the area requiring greatest development for these pupils.</p>

ii. Targeted support for pupil premium children.			Total budgeted cost = £ 26 040
<p>A. Improved number skills for pupils who are eligible for PPF in Y3, 4 and 5.</p>	<p>Power of 2 – 1:1 Maths coaching programme. Small group teaching. Mathletics tasks accurately matched to pupils' needs. Where interventions are used to diminish the difference – teachers retain ownership of outcomes. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.</p>	<p>Y3 – All pupils made good progress. Four pupils met the expected standard. 1 pupil did not meet expected standard due to their needs but made good progress. Y4 – All pupils made good progress. Three pupils met the expected standard. Y5 – All pupils made good progress. Two pupils met the expected standard.</p>	<p>All pupils on the Plus 1 and Power of 2 programmes made progress. Mathletics: Y1 – 100% pupils made good progress and moved from YR to Y1 tasks. One pupil exited the program in April. Y2 – 100% pupils made progress. Y3 – 100% pupils made good progress. Y4 – 80% pupils made good progress. One pupil exited the program in April. Y5 – 100% pupils made good progress. Y6 – 100% pupils made good progress.</p> <p>Pupil progress above indicates that Mathletics and Power of 2 should continue for PP pupils.</p>
<p>B. Higher rates of progress for Y4 pupils who are eligible for PPF in R, W and M.</p>	<p>Maths – as above. Small group teaching for comprehension and writing skills. Lexia program. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.</p>	<p>Reading – All pupils made good progress. Three pupils met the expected standard.</p> <p>Writing – All pupils made good progress. One pupil met the expected standard.</p> <p>Mathematics – All pupils made good progress. Three pupils met the expected standard.</p>	<p>In addition to teacher assessments in the previous column: Y4 progress with Mathletics program – see above. Lexia – 100% pupils made good progress. 50% increased 1 Lexia level and 50% increased 2 Lexia levels.</p> <p>These approaches to be continued with this group of pupils.</p> <p>Additional targeted teaching of writing skills should be provided next year as this is the area requiring greatest development for these pupils.</p>

<p>C. The gap between disadvantaged and non- disadvantaged pupils in Y4, 5 and 6 will decrease in Reading comprehension.</p>	<p>Reciprocal Reading - Small group teaching for Y5 and Y6. Whole class teaching for Y4. Lexia program. FFT Research Project results. NARA Reading Test where appropriate. Pupils' verbal responses. Lexia data.</p>	<p>Y4 – All pupils made good progress. Three pupils met the expected standard. Y5 – All pupils made good progress. Three pupils met the expected standard. Y6 – Two pupils met the expected standard in the Y6 SATs. Three pupils did not meet the expected standard due to their needs but made good progress.</p>	<p>In addition to teacher assessments: FFT Reciprocal Reading – Research Project results not available yet. Lexia: Y4 - 100% pupils made good progress. 50% increased 1 Lexia level and 50% increased 2 Lexia levels. Y5 – 100% pupils made good progress and increased 2 Lexia levels. Y6 –100% pupils increased 1 level in 1 term before stopping the program to focus on SATs preparation. These approaches are to be continued.</p>
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iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £4000

Intended outcomes	Actions	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)
<p>D. Respond to and meet the needs of disadvantaged pupils by building cultural capital.</p>	<p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life. Disadvantaged pupils are encouraged to be monitors, pupil council, house captains, sports team members – class teacher records / pupil profile. Disadvantaged pupils take part in extra -curricular activities, visits and residential trips. Establish more effective channels of communication with parents of disadvantaged pupils to help them understand their contribution to their child's success.</p>	<p>All PP pupils participated in class visits and residential trips. All pupils have experienced more than one visit this year. All PP pupils in Y1 and 2 participated in the Multi-skills Games event. 70% of PP pupils have been members of sports teams and represented the school in tournaments. 50% of Y6 PP pupils have been school monitors. 90% of PP pupils went on the Y5/6 residential trip. 7 pupils attended LAMS club (Lexia and Mathletics). TW has established effective channels of communication with some parents; GN meets some parents every half-term; class teachers have a communication channel with parents.</p>	<p>The children have gained a number of benefits from participating in these activities including readiness and willingness to experience new roles and take on responsibilities; increased self-confidence and self-esteem and making a valued contribution as a team member. This approach is to be continued. Communication could be further improved with some parents.</p>

8. Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.