

St.Bede's Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	St.Bede's R.C. VA Primary				
Academic Year	2017-18	Total PP budget	£30 040	Date of most recent PP Review	September 2017
Total number of pupils	243	Number of pupils eligible for PP	36	Date for next PP Strategy Review (Internal half- termly reviews)	September 2018

2. Current attainment		
Y6 – 2016-17	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
% meeting expectation in reading, writing & maths	0%	61%
% meeting expectation in reading	0%	71%
% meeting expectation in writing	75%	76%
% meeting expectation in maths	50%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Number skills in Y3, 4 and 5 are lower for pupils eligible for PP than for other pupils. This slows mathematics progress in subsequent years.
B.	In Y4, the gap between Disadvantaged and non-Disadvantaged pupils has increased from the end of the previous year in Reading, Writing and Maths.
C.	In Y4 and Y5, the gap between Disadvantaged and non-Disadvantaged pupils has increased from the end of the previous year in Reading.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents knowing how they can effectively support their child; engagement with child's learning; cultural opportunities.

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4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved number skills for Disadvantaged pupils in Y3, 4 and 5.	Disadvantaged pupils in Y3, 4 and 5 make as much progress as "other" pupils in number. Measured by teacher assessments.
B.	Diminish the difference between Disadvantaged and non- Disadvantaged pupils in Y4 in R, W and M.	Disadvantaged pupils in Y4 make improved progress in R, W and M by the end of the year to meet Y4 expectation. Diminished difference between Disadvantaged and non-Disadvantaged pupils in R, W and M by the end of the year. Measured by teacher assessment; NARA Reading Test; written and verbal responses.
C.	Diminish the difference between Disadvantaged and non- Disadvantaged pupils in Y4, 5 and 6 in Reading comprehension.	Diminished difference between Disadvantaged and non- Disadvantaged pupils in Reading comprehension by the end of the year. Measured by teacher assessment; NARA Reading Test; written and verbal responses; FFT research project.
D.	Learning and teaching environments respond and meet the needs of disadvantaged children by building cultural capital.	Disadvantaged pupils are given responsibilities, participate in visits, attend extra-curricular activities and play a role in wider school life.

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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?
A. Improved number skills in Y3, 4 and 5.	Staff training on identifying the gaps in pupils' understanding of number, progression of number skills and providing learning opportunities to develop skills.	We want to invest some of the Disadvantaged premium in longer term change which will help all pupils.	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.	JY / GN	Termly
B. The gap between Disadvantaged and non-Disadvantaged pupils in Y4 will decrease in R, W and M.	Y4 staff training to understand in-school variations about how these pupils are performing and the characteristics of learners who are struggling beyond the PP label. Reciprocal Reading Project – taught as whole class approach for Y4 – see targeted interventions below.	The priority for disadvantaged pupils is consistently high-quality teaching every day. Knowledge and understanding of pupils and their barriers to learning, when shared, supports better outcomes.	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.	JP and RL	Termly
Total budgeted cost					£ Nil

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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?
A. Improved number skills in Y3, 4 and 5.	Power of 2 – 1:1 Maths coaching programme. Small group teaching. Mathletics tasks accurately matched to pupils' needs.	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.	Where interventions are used to diminish the difference – teachers retain ownership of outcomes. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.	JY/GN	Termly
B. Higher rates of progress for Y4 pupils who are eligible for PP in R, W and M.	Maths – as above. Small group teaching for comprehension and writing skills. Lexia program.	We want to provide extra support to maintain progress for Y4 pupils. 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.	Interventions are early, focused, precise and time-limited. Half-termly teacher assessments show progress. Pupils' books. Pupils' verbal responses.	JP and RL	Termly
C. The gap between Disadvantaged and non-Disadvantaged pupils in Y4, 5 and 6 will decrease in Reading comprehension.	Reciprocal Reading - Small group teaching for Y5 and Y6. Whole class teaching for Y4 (9/30 Dvg pupils in Y4). Lexia program.	Targeted support for Disadvantaged pupils is based on an accurate assessment of their needs.	FFT Research Project results. NARA Reading Test where appropriate. Pupils' verbal responses. Lexia data.	GN and all staff delivering Reciprocal Reading.	Termly
Staffing cost					£23 220
Resources (RWI, Power of 2, Mathletics license, Lexia license) and Reciprocal Reading Training for 5 staff					£2 600
Contingency cost					£220

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Total Budgeted Cost					£26 040
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?
D. Respond to and meet the needs of disadvantaged pupils by building cultural capital.	<p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life.</p> <p>Establish more effective channels of communication with parents of disadvantaged pupils to help them understand their contribution to their child's success.</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>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>Disadvantaged pupils are encouraged to be monitors, pupil council, house captains, sports team members – class teacher records / pupil profile.</p> <p>Disadvantaged pupils take part in extra curricular activities – register for LAMs club etc.</p> <p>Visits, residential trips.</p>	GN /SLT	Termly
				Trips	£3 000
				Swimming	£1 000
Total budgeted cost					£4 000

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6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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)	Cost
A. Improved number skills in Y3, 4 and 5.	Staff training on identifying the gaps in pupils' understanding of number, progression of number skills and providing learning opportunities to develop skills.	<p>Mixed impact: TA Data Summer 2 2017 – gap between Dvg and non-Dvg in Maths from end of previous year (Summer 2 2016) :</p> <p>Y5 (5 pupils) – gap decreased 1.52 → 0.56 Y4 (5 pupils) – gap increased 0.34 → 0.80 Y3 (9 pupils) – gap increased 0.86 → 0.97</p> <p>Attainment data supplied by AC indicates: Y3: 78% of pupils on track or better (7/9 pupils) Gap between Dvg and non-dvg in Maths has increased from end of previous year. Y4: 60% of pupils on track or better (3/5 pupils) Gap between Dvg and non-dvg in Maths has increased from end of previous year. Y5: 60% of pupils on track or better (3/5 pupils) Gap between Dvg and non-dvg in Maths has decreased from end of previous year.</p>	<p>In Y3 and 4 the gap has increased between Dvg and non-dvg but 78% and 60% of pupils respectively are on track or better to reach end of KS ARE.</p> <p>Approach to be continued.</p>	

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<p>C. Improved progress for Disadvantaged pupils who have Special Educational Needs.</p>	<p>Staff training to understand in-school variations about how these pupils are performing and the characteristics of learners who are struggling beyond the disadvantaged label.</p> <p>Staff training in supporting disadvantaged / SEN pupils in the classroom.</p>	<p>High impact for pupil progress: TA Data Summer 2 2017 for pupils who are both Dvg and SEN:</p> <p>Y1 – 2/2 pupils have made progress in R, W, M. Y2 – 1/1 pupil has made progress in R, W, M. Y3 – 3/3 pupils have made progress in R, W, M. Y4 – 1/1 pupil has made progress in R, W, M. Y5 – no pupils who are both Dvg/SEN. Y6 – 1/1 pupil has made progress in R, W, M.</p> <p>Progress has been secured through class teaching and interventions for Dvg/SEN pupils.</p> <p>Attainment data supplied by AC indicates: Y1: 1/2 pupils on track or better in R, W and M. Y2: 1/1 pupil working below expectation. Y3: 1/3 pupils working below expectation in R. 2/3 pupils working below expectation in W and M. Y4: 1/1 pupil working below expectation in R,W and M. Y5: no Dvg/SEN Y6: 1/1 pupil working below expectation in R,W and M.</p>	<p>TA data indicates that all pupils who are Dvg and SEN have made progress in R, W and M over the year.</p> <p>Attainment data supplied by AC indicates that 1/8 pupils who are Dvg and SEN (Y1) was on track or better in R, W and M.</p> <p>Approach to be continued.</p>	
Total cost				£1120

i. Targeted support

Desired outcome	Chosen action / approach	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)	Cost
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<p>A. Improved number skills in Y3, 4 and 5.</p>	<p>Power of 2 – 1:1 Maths coaching programme. Small group teaching. Mathematics linked to weekly maths teaching.</p>	<p>High impact for pupil progress: TA Data Summer 2 2017 for Dvg pupils: Y3 (9 pupils) – 8/9 pupils have made progress in M over the year. Y4 (5 pupils) – 4/5 pupils have made progress in M over the year. Y5 (5 pupils) – 5/5 pupils have made progress in M over the year. Attainment data supplied by AC indicates: Y3: 78% of pupils on track or better (7/9 pupils) Gap between Dvg and non-Dvg in Maths has increased from end of previous year. Y4: 60% of pupils on track or better (3/5 pupils) Gap between Dvg and non-Dvg in Maths has increased from end of previous year. Y5: 60% of pupils on track or better (3/5 pupils) Gap between Dvg and non-Dvg in Maths has decreased from end of previous year.</p>	<p>Power of 2 is 1:1 coaching for mental arithmetic and is effective in supporting understanding of concepts and teaching number skills. Mathematics tasks have been more accurately matched to pupils' needs and consequently, all pupils have made progress using this intervention – see below.</p> <p>Continue the interventions.</p>	
<p>B. Higher rates of progress for Y4 pupils who are eligible for PP in R, W and M.</p>	<p>Maths – as above. Small group teaching for comprehension and writing skills. Lexia program.</p>	<p>High impact for pupil progress: TA Data Summer 2 2017 for Y4 Dvg pupils: 5/5 pupils made progress in R, W, M. 1 / 5 pupil who is both Dvg and SEN has made progress but not as much as the other 4 pupils.</p> <p>Attainment data supplied by AC indicates: Y4: 80% of pupils on track or better in Reading (4/5 pupils) 80% of pupils on track or better in Writing (4/5 pupils) 60% of pupils on track or better in Maths (3/5 pupils) Gap between Dvg and non-Dvg in Maths and Reading has increased from end of previous year and decreased in Writing.</p>	<p>Use of intervention data alongside TA assessment enables effective tracking of progress and impact of intervention. Provides speedier guidance as to whether pupils require the intervention or it needs to be adjusted to meet needs.</p> <p>Continue the approach.</p>	

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<p>C. Improved progress for Disadvantaged pupils who have Special Educational Needs.</p>	<p>RWI Phonics Precision spelling Lexia Power of 2 Small group teaching for Literacy and Maths.</p>	<p>High impact for progress: TA Data Summer 2 2017 indicates that 8/8 pupils who are both Dvg and SEN have made progress over the year.</p> <p>Attainment data supplied by AC indicates: Y1: 1/2 pupils on track or better in R, W and M. Y2: 1/1 pupil working below expectation. Y3: 1/3 pupils working below expectation in R. 2/3 pupils working below expectation in W and M. Y4: 1/1 pupil working below expectation in R,W and M. Y5: no Dvg/SEN Y6: 1/1 pupil working below expectation in R,W and M.</p>	<p>Lexia Data indicates that 8/8 pupils who are Dvg and SEN have made progress over the year.</p> <p>Mathletics Data indicates that 7/8 pupils have made progress over the year. 1/3 pupils in Y3 did not make progress.</p> <p>Salford Sentence Reading Test indicates that 7/8 pupils improved their Reading Accuracy Age over the year. 1/3 pupils in Y3 did not improve their RA Age.</p> <p>Continue these interventions.</p>	
Total cost				£36 000
ii. Other approaches				
Desired outcome	Chosen action / approach	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)	Cost
<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.</p> <p>Establish more effective channels of communication with parents of disadvantaged pupils to help them understand their contribution to their child's success.</p>	<p>Mixed impact – disadvantaged pupils have participated in : Visits Y5/6 Residential visits - 2/9 possible pupils School monitor tasks - 2/4 possible pupils Sports Teams - 9/21 possible pupils LAMS club - 19/28 possible pupils Other after school clubs – 5/28 possible pupils</p> <p>TW has established effective channels of communication with some parents of Dvg pupils; GN meets some parents of Dvg pupils every half-term; class teachers have a communication channel with parents of Dvg pupils.</p>	<p>LAMS club (weekly Lexia and Mathletics held after school) is well attended by Dvg pupils.</p> <p>A third of Dvg pupils have represented the school as a member of a sport team.</p> <p>Half of Y6 Dvg pupils have been school monitors.</p> <p>Half of Y6 Dvg pupils went on the Y6 residential trip. No Y5 pupils went on the Y5/6 residential trip.</p> <p>After school clubs, other than LAMS, are not well attended by Dvg pupils. 2017-18 – encourage more Dvg pupils to attend after school clubs.</p> <p>Continue the approach.</p>	

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	Total cost	£1000
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1. Additional detail

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