

Pupil Premium Strategy & Self-Evaluation

School Year - 2019-2020



**ST. BEDE'S R.C.V.A.
PRIMARY SCHOOL**

St.Bede's RC VA Primary School:2019-2020 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2019-2020			
Total number of pupils	234 (incl 25 in N)	Number of pupils eligible for pupil premium funding	30 (13% of total on roll)
Total pupil premium budget:	£41 220	Date of PP Strategy review: September 2020	
2. End of Key Stage 2 (Year 6) attainment			
	2019 School End of KS2	2019 National Average	2019 School pupils eligible for PPF
% reaching expected standard in reading, writing & maths	73%	64%	33%
% reaching expected standard in reading	83%	60%	33%
% reaching expected standard in writing	83%	78%	33%
% reaching expected standard in maths	83%	76%	33%

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2019-2020

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 2019-2020

i. Strengthen the quality of teaching and learning Total budgeted cost = £546

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
A wider range of differentiation strategies will be evident in teaching and learning situations for disadvantaged pupils in KS1 and KS2.	<p>Staff training, provided by Educational Psychologist, to update knowledge of the range of differentiation strategies appropriate to all groups of pupils in the classroom.</p> <p>Effective use of resources, particularly in Mathematics, to support pupils and develop independent learning.</p> <p>Effective deployment of staff to teach groups of pupils including pre-teaching, mini-lessons and consolidation of learning.</p> <p>GN to meet teachers and support staff to discuss how their 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 pupil progress meetings.</p> <p>Half-termly teacher assessments show progress.</p> <p>Pupils' books</p> <p>Pupils' verbal responses.</p>	GN, TW, CC, NW.	

ii. Targeted support for pupil premium children. Total budgeted cost = £ 34 474

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>Reading</u> The gap between Disadvantaged and non- Disadvantaged pupils in Y5 and 6 will decrease in reading comprehension.</p>	<p>Reciprocal Reading - small group teaching for Y 5 and Y6. 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>NARA Reading Test where appropriate. Pupils’ verbal responses. Accelerated Reading data.</p>	<p>GN, CC and HJ, DM.</p>	
<p><u>Writing, Reading and Maths</u> Improved reading, writing and number skills for disadvantaged pupils in Y3.</p>	<p>Teachers’ planning includes activities and/or small group teaching to develop the reading, writing and number skills of disadvantaged pupils. Small group teaching - pre-teaching, mini-lessons and consolidation of learning. 1:1 daily reading sessions. 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><u>Maths</u> Improved Number skills for disadvantaged pupils in Y4, 5 and 6.</p>	<p>Small group teaching - pre-teaching, mini-lessons and consolidation of learning. Y5 and 6 – HJ to consolidate daily learning in an afternoon session for those pupils who require further explanation or practice. Power of 2 – 1:1 Maths coaching programme. Where appropriate, the Mathletics program is an additional resource to be used and tasks will be matched to pupils’ needs.</p>	<p>Some pupils need targeted support to close gaps in their mathematical understanding and mental arithmetic skills. Teaching small groups of pupils including pre-teaching, mini-lessons and consolidation of learning has been effective with pupils in school. Power of 2 is a 1:1 coaching programme which has been effective in developing pupils’ mental arithmetic skills.</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, NW.</p>	

<p><u>Grammar, Punctuation and Spelling</u> Improved GPS skills for Y6 disadvantaged pupils.</p>	<p>Class and small group activities to develop knowledge, understanding, confidence and accurate use of GPS.</p> <p>Pre-teaching, mini-lessons and / or consolidation of learning for Y6 provided by GN – weekly session.</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.</p>	<p>Where interventions are used to diminish the difference – teachers retain ownership of outcomes.</p> <p>Planning and book scrutiny.</p> <p>Half-termly teacher assessments show progress.</p> <p>Pupils’ books.</p> <p>Pupils’ verbal responses.</p>	<p>GN, CC.</p>	
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<p>iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £ 6 351</p>					
<p>Intended outcomes</p>	<p>Actions</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Impact so far</p>
<p><u>Engagement and raising aspirations</u> 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.</p> <p>Disadvantaged pupils take part in extra curricular activities, visits and residential trips.</p>	<p>SLT</p>	
<p><u>Engaging parents</u> 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>Continue to raise parental awareness of St.Bede’s B ‘n’ T Club (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>	<p>SLT</p>	

5. Review of expenditure for previous academic year 2018-2019

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

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 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>Y2 – All pupils made progress but did not meet expected standard due to their needs.</p> <p>Y3 – All pupils made progress from their starting point. Two pupils did not meet the expected standard due to their needs but made good progress.</p> <p>Y4 – All pupils made good progress. One pupil did not meet the expected standard due to their needs but made good progress. One pupil achieved Greater Depth.</p> <p>Y5 - All pupils made good progress. Some pupils did not meet the expected standard due to their needs.</p> <p>Y6 - All pupils made good progress. One did not meet the expected standard.</p>	<p>Continue to target writing skills for the Y2 pupils (next year's Y3) employing a wider range of resources as this is the area requiring greatest development for these pupils.</p> <p>In all year groups, disadvantaged pupils who have additional needs make progress. Continue to focus on further developing the writing skills of these pupils.</p>

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

<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>Y4 – All pupils made good progress. Three pupils met the expected standard and one exceeded it. One pupil did not meet the expected standard due to their needs but made very good progress. Y5 – All pupils made good progress. 50% of pupils met the expected standard. Two pupils were almost inline with the expected standard. Two pupils did not meet the expected standard due to their needs. Y6 – All pupils made good progress. Two pupils were almost inline with the expected standard.</p>	<p>In addition to teacher assessments in the previous column: <u>Accelerated Reading Data</u> 100% of Y4 pupils have improved their reading comprehension age. 88% of Y5 pupils have improved their reading comprehension age. 67% of Y6 pupils have improved their reading comprehension age. <u>Lexia</u> 100% of Y5 of pupils have made good progress. 100% of Y6 pupils made progress before exiting the program to complete SATs preparation.</p> <p>These approaches are to be continued.</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>Y2 – All pupils made progress but did not meet expected standard due to their needs. Y3 – All pupils made progress from their starting point. Two pupils did not meet the expected standard due to their needs but made good progress. Y4 – All pupils made good progress. One pupil did not meet the expected standard due to their needs but made good progress. One pupil achieved Greater Depth. Y5 - All pupils made good progress. Some pupils did not meet the expected standard due to their needs. Y6 - All pupils made good progress. One did not meet the expected standard.</p>	<p>Continue to target writing skills for the Y2 pupils (next year's Y3) employing a wider range of resources as this is the area requiring greatest development for these pupils.</p> <p>In all year groups, disadvantaged pupils who have additional needs make progress. Continue to focus on further developing the writing skills of these pupils.</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>Y3 – 100% of pupils made good progress. One pupil did not meet the expected standard due to their needs. Y5 – 88% of pupils made good progress. Two pupils did not meet the expected standard due to their needs. Y6 – 100% of pupils made good progress. Two pupils did not meet the expected standard due to their needs but made good progress.</p>	<p>In addition to teacher assessments:</p> <p>FFT Reciprocal Reading – Research Project results not available yet.</p> <p>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.</p> <p>These approaches are to be continued.</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>4/5 Y2 pupils met the expected standard in the Phonic Screening Test.</p>	<p>Targeted support based on an accurate assessment of pupils' needs has closed gaps in their phonic knowledge and skills.</p> <p>When appropriate, this approach is to be continued with next year's Y1 and Y2 pupils.</p>
<p>iii. Other approaches to improve the attainment and progress of pupil premium children.</p>			<p>Total cost = £13 750</p>
<p>Intended outcomes</p>	<p>Actions</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<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>All disadvantaged pupils participated in class visits and residential trips. All pupils have experienced more than one visit this year.</p> <p>All disadvantaged pupils in Y1 and Y2 participated in the Multi-skills Games event, cricket and hoopstars.</p> <p>All disadvantaged pupils in Y3 participated in the Multi-skills Games event and swimming.</p> <p>All disadvantaged pupils in Y5 and 6 participated in athletics. One y6 pupil attended after school netball and represented the school in netball and rugby. Two Y5 pupils have represented the school in hockey, football and athletics.</p> <p>70% of disadvantaged pupils have been members of sports teams and represented the school in tournaments.</p> <p>50% of Y6 disadvantaged pupils have been school monitors.</p> <p>All Y5/6 disadvantaged pupils went on the residential trip.</p> <p>25% of disadvantaged pupils attended LAMS club after school (Lexia and Mathletics).</p> <p>Adult mentors for disadvantaged pupils was introduced but not embedded. Aim to embed this approach in 2019-20.</p> <p>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.</p> <p>This approach is to be continued.</p>
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<p><u>Engaging parents</u> Establish more effective channels of communication with parents of disadvantaged pupils.</p>	<p>Support parents in understanding their contribution to their child's success. Regular communication – half-termly meeting with class teacher and/or GN. Introduction of St.Bede's B 'n' T Club after October half-term. (Breakfast and After School Club).</p>	<p>Almost all parents communicate regularly with the class teacher and /or GN. 29% of disadvantaged pupils attended St.Bede's B 'n' T club in Term 3.</p>	<p>Communication could be further improved with some parents.</p>
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8. Additional detail

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