

Pupil premium strategy statement (primary)

1. Summary information					
School	St Bonaventure's RC Primary School				
Academic Year	2016-17	Total PP budget		Date of most recent PP Review	Jan 2017
Total number of pupils	411	Number of pupils eligible for PP	36	Date for next internal review of this strategy	April 2017

2. Current attainment		
Levels taken from T6 2015-16 data (w, s,)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	M- 82% W- 79% R-85% Y1-6 data	%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Resilience is poor when challenged
B.	Knowledge of English language structure is poor
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Many children have experienced family breakdown, family depression, bereavement or abuse.
	A significant proportion of the PP cohort are EAL
	The attendance of some KS1 pupils is below school average.
	Some pupils have experienced homelessness
	Some pupils have been adopted or are Looked After

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress of PP children across the school and ensure that children identified in each area on Fischer Family Trust gain the value added especially those children highlighted as 'high' ability from KS1 tests	Children in receipt of PP will make progress in line with their peers in all areas. Children will achieve their long term projection as set out by FFT
B.	To ensure that PP children's writing is of a high standard in line with their peers	PP children will produce writing which is of a similar standard to their peers and in line with their FFT projection.
C.	Reduce the amount of children with poor attendance or punctuality	PP children will attend school regularly and on time.
D.	Improve children's resilience	PP children will develop of Growth Mindset so that they don't give up when faced with a task which is more difficult.

5. Planned expenditure

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NfER report on supporting the attainment of disadvantaged pupils](#), [Ofsted's 2013 report on the pupil premium](#) and [Ofsted's 2014 report on pupil premium progress](#).

Academic year

2016-17

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?
Improve the rate of progress of PP children across the school and ensure that children identified in each area on Fischer Family Trust gain the value added especially those children highlighted as 'high' ability from KS1 tests	<p>Regular staff meetings on interrogation of the FFT data so that staff are aware of the projected outcomes for their children at the end of KS2.</p> <p>Staff write action plans termly to include their provision for vulnerable groups including PP.</p> <p>Moderation of work during staff meetings to ensure consistency of marking and assessment.</p> <p>CPD termly in the teaching and planning of the new Maths curriculum.</p>	NfER report states that best results are seen when SLT focus on setting targets and high QFT	<p>Pupil Progress meetings</p> <p>Lesson observations</p> <p>Performance management target reviews</p>	<p>LC</p> <p>SB</p> <p>SW</p>	Termly

<p>To ensure that PP children's writing is of a high standard in line with their peers</p>	<p>Staff meeting to moderate writing to ensure consistency of expectation and assessment. English lead Learning walks focus on learning environments for language, implementation of handwriting policy, phonics drop in, and spelling teaching drop ins Deputy and PP lead to create file of work to measure progress in writing in books over time. Focus by SLT on QFT and high standards of work produced</p>	<p>NfER report states that best results are seen when SLT focus on setting targets and high QFT</p>	<p>Pupil Progress meetings Lesson observations Performance management target reviews Learning walks Drop ins Teachers to mark PP children's work first to ensure they have high quality feedback</p>	<p>LC SB SW SW LK</p>	<p>Termly</p>
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Improve children's resilience	Whole school ELLi approach. Introduction of the Yeti Awards Use of Jigsaw PHSE scheme of work (introduced in the middle of last academic year)	Jigsaw recommended at recent training from CAMHS as a way of promoting resilience. Yeti used by another similar school in the area with good results in creating a growth mindset	Monitor children receiving Yeti awards- are they PP or children with poor resilience? Monitor Jigsaw implementation in classes and analyse impact over time	SC LT	Yearly
Total budgeted cost					Covered under school monitoring cycle
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?

<p>Improve the rate of progress of PP children across the school and ensure that children identified in each area on Fischer Family Trust gain the value added especially those children highlighted as 'high' ability from KS1 tests</p>	<p>Named teacher/ LSA to work with children on a regular basis. Class teachers and Intervention teacher to agree SMART targets to ensure that interventions are appropriate and filling gaps in children's knowledge. Focus on attainment and progress of PP children at Pupil Progress meetings. Teachers to fill in action plans following Pupil Progress to show how they will address their vulnerable groups. CPD from Maths and English Lead PP lead to meet with PP teachers to follow up on progress and attainment of PP children receiving intervention and meet with Deputy and Assistant to allocate provision the following term.</p>	<p>Teaching and Learning toolkit state that: <i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i> Therefore, small group intervention for Maths/ Reading and Writing have been timetabled.</p> <p>NfER report states that <i>Good schools had an effective communication strategy with a designated senior leader who had a clear overview of how the funding was being allocated and the difference it was making, as well as ensuring that class and subject teachers knew which pupils were eligible for the pupil premium.</i> Therefore, the PP lead has developed paperwork which teachers and intervention leads work on together to identify SMART targets to be worked on in small group sessions. At a mid and end point, intervention teachers report to PP lead on progress which informs further provision mapping.</p>	<p>Pupil progress meetings Meetings between PP lead and intervention teachers Work scrutinies undertaken by Deputy and PP lead and sample work file created to measure progress in books over time.</p>	<p>LK</p>	<p>Every 6-8 weeks</p>
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<p>Ensure that PP children's writing is of a high standard in line with their peers</p>	<p>Named teacher/ LSA to work with children on a regular basis. Class teachers and Intervention teacher to agree SMART targets to ensure that interventions are appropriate and filling gaps in children's knowledge. Focus on attainment and progress of PP children at Pupil Progress meetings. Teachers to fill in action plans following Pupil Progress to show how they will address their vulnerable groups. CPD from Maths and English Lead PP lead to meet with PP teachers to follow up on progress and attainment of PP children receiving intervention and meet with Deputy and Assistant to allocate provision the following term.</p>	<p>Teaching and Learning toolkit state that: <i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Therefore, small group intervention for Maths/ Reading and Writing have been timetabled.</i></p> <p>NfER report states that <i>Good schools had an effective communication strategy with a designated senior leader who had a clear overview of how the funding was being allocated and the difference it was making, as well as ensuring that class and subject teachers knew which pupils were eligible for the pupil premium.</i> Therefore, the PP lead has developed paperwork which teachers and intervention leads work on together to identify SMART targets to be worked on in small group sessions. At a mid and end point, intervention teachers report to PP lead on progress which informs further provision mapping.</p>	<p>School work moderation meetings SLT sample work file Review of SMART Targets to ensure they are SMART and are addressing the barriers of PP children. SLT provision planning meetings to review provision and its effectiveness</p>	<p>LK LC SB SW SW</p>	
Total budgeted cost					£41,036
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?
<p>Improve children's resilience</p>	<p>Play therapy Social skills groups Yeti Awards ELLI Growth mindset approach Jigsaw</p>	<p>Approaches advocated by mental health team as a way of helping children to address their issues in a positive environment (CASCADE training)</p>	<p>Regular meetings between PP lead / SENCO and Play therapist to monitor progress. Play therapist to liaise with social skills group lead to ensure the correct approach is being used.</p>	<p>LK DV</p>	<p>Termly</p>
<p>Reduce the amount of children with poor attendance or punctuality</p>	<p>Meetings between parents and Head to address attendance and punctuality</p>	<p>We have seen a difference in attainment of children who attend regularly and on time as opposed to children not attending regularly</p>	<p>Regular scrutiny of the attendance data</p>	<p>Lk</p>	<p>Old term</p>

	and what the school can do to support parents at home.				
Provide support for parents	<p>Drop ins for parents to discuss the homework after school</p> <p>SEN parents group which provides peer support and addresses SEN issues.</p> <p>EAL parents group which addresses issues around the English education system and provides a social system.</p> <p>Create a school ethos where parents feel comfortable coming</p> <p>Create a website which gives information of the children's learning and signposts parents to agencies who can help with non educational issues.</p>	<p>To ensure that parents understand the education system so that they can better support their children. Feedback from the EAL parents group was that they felt better able to support their children at school after attending the group.</p>	<p>Increase in parent support for children at home.</p> <p>Parents are engaging with the support offered.</p>	<p>LK</p> <p>LC</p>	<p>Yearly</p>
Total budgeted cost					£10,144

6. Review of expenditure

This is a review of the previous year, so the outcomes and success criteria will be different to above.

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

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

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

ii. 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

iii. 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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk