

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

Pupil Premium Strategy Statement

2018/19

Pupil Premium Lead	Mr Steven Hatton
Pupil Premium Governor	Mrs Helen Taylor

1. Summary information					
School	St. Stephen's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£77,880	Date of most recent PP Review	N/A
Total number of pupils	205	Number of pupils eligible for PP	60 (29%)	Date for next internal review of this strategy	February 2019
2. Current attainment					
EOKS2 2017/18	School All pupils (30 pupils – 3.3%)	School Other pupils (21 pupils – 4.7%)	School Disadvantaged (9 pupils – 11.1%)	National Other	School Disadvantaged gap compared to National Other
% at ARE or above in RWM	60%	43%	67%	70%	-3%
% Achieving Expected Standard Reading	63%	57%	77%	80%	-3%
% Achieving Expected Standard Writing	83%	86%	77%	83%	-6%
% Achieving Expected Standard Maths	73%	76%	67%	81%	-14%
Overall Progress Score Reading	+0.74	-0.15	+2.61	+0.31	+2.92
Overall Progress Score Writing	+2.39	+1.94	+3.34	+0.24	+3.10
Overall Progress Score Maths	+0.80	+0.11	+2.26	+0.31	+1.95
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In School Barriers					
A.	KS2 Writing: there is a gap (6%) in the attainment of school disadvantaged children achieving the expected standard (77%) compared to National other (83%).				
B.	KS2 Maths: there is a gap (14%) in the attainment of school disadvantaged children achieving the expected standard (67%) compared to National other (81%).				
C.	KSI: diminish the difference in the gap of school disadvantaged pupils achieving age related expectations or better in Reading, Writing and Maths compared to national averages.				
D.	EYFS: Reading, Writing and Maths outcomes of disadvantaged pupils to improve in line with or exceed national expectations.				
External Barriers					
E.	Number of persistent absentees and its impact on attendance.				
F.	Parental engagement and support with school curriculum and expectations.				
G.	Vulnerability of pupils due to social, emotional and medical circumstances.				

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	By Summer 2019, attainment in Reading will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Reading, in each class, compared to the national average will diminish.
B.	By Summer 2019, attainment in Writing will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Writing, in each class, compared to the national average will diminish.
C.	By Summer 2019, attainment in Maths will rise for disadvantaged pupils in all classes so that more children are achieving/exceeding the national standard. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Maths, in each class, compared to the national average will diminish.
D.	By Summer 2019, there will be an increase in the number of disadvantaged pupils achieving at least the expected/exceeded standard in Reading/Writing/Maths combined across all year groups. (SIP Key Priorities 2, 3 & 4)	The gap between the number of disadvantaged children achieving the expected/exceeding national standard in Reading, Writing and Maths combined, in each class, compared to the national average will diminish.
E.	By the end of EYFS in Summer 2019, Reading, Writing and Maths outcomes of disadvantaged pupils will improve to at least be in line with or exceed national expectations. (SIP Key Priorities 2, 3 & 4)	An increase in disadvantaged pupils in EYFS achieving the expected/exceeded national standard in Reading, Writing and Maths will be evidenced and will be at least in line with national expectations.
F.	Increase overall school attendance, while decreasing the persistent absence of disadvantaged pupils. (SIP Key Priority 5)	Attendance of disadvantaged pupils to be over 96% for 2018/19. Decrease the number of disadvantaged children who are persistently absent.

5. Planned expenditure			
Academic year	2018/19		
Area of Spend:	Addressing Barrier/s:	Total Allocation:	% of allocation
Nurture Group Manager	C, D, E, F, G	£22, 352	29.7
Nurture Group TA	C, D, E, F, G	£6,634	8.5
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2	A, B, E, G	£16,815	21.5
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 1/EYFS	C, D, E, F, G	£13,149	16.8
KS2 Booster Teacher	A, B, E, F, G	£9,000	12.5
Extra-curricular tuition and support	A, B, C, E, F, G	£1,416	1.8
Play Therapy	E, F, G	£2,340	3.0
Contribution to online English and Maths resources to be accessed in school and at home	A, B, C, E, F, G	£714	0.9
Contribution to new assessment tracking system and staff training	A, B, C, D, E, F	£900	0.11
Attendance Initiatives	D, E, F, G	£1,000	0.12
Funding for school trips and residential visits	A, B, C, D, E, F, G	£3,060	4.3
School equipment e.g. uniform, kits, resources	E, F, G	£500	0.6
	TOTAL:	£77,880	100%

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, B, C, D	Deploy an additional teacher to Y6 for 5 mornings a week to reduce class sizes and provide specific support/challenge in Reading, Writing and Maths. Support to then be provided to Y5 during Summer Term.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Reduced class sizes: +3 months Bespoke feedback: + 8 months Mastery learning: +5 months One to One tuition: +5 months 	<ul style="list-style-type: none"> Performance management targets Pupil progress meetings Provide staff CPD Termly monitoring cycle activities Termly report to Governors 	HT DHT MG Govs	December 2018 February 2019 April 2019 July 2019
A, B, C, D	To provide small group interventions in KS2 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Reading comp strategies: +5 months Small group tuition: +4 months Mastery learning: +5 months 	<ul style="list-style-type: none"> TA Appraisal targets Pupil progress meetings – pupils identified/ programmes evaluated Intervention tracker monitoring Termly monitoring cycle activities Termly report to Governors 	HT DHT SENDCO	December 2018 February 2019 April 2019 July 2019
A, B, C, D, E	To provide small group interventions in EYFS and KSI led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Phonics interventions: +4 months Early Years intervention: +5 months Small group tuition: +4 months Mastery learning: +5 months 	<ul style="list-style-type: none"> TA Appraisal targets Pupil progress meetings – pupils identified/ programmes evaluated Intervention tracker monitoring Termly monitoring cycle activities Termly report to Governors 	HT DHT SENDCO	December 2018 February 2019 April 2019 July 2019
A, B, C, D, E	To develop a more efficient assessment tracking system to improve outcomes for all PP pupils, but particularly the middle attaining PP pupils, in all year groups with a focus on end of Key Stage progress and attainment.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Early Years intervention: +5 months Small group tuition: +4 months Mastery learning: +5 months Bespoke feedback: +8 months 	<ul style="list-style-type: none"> Performance Management targets Pupil progress meetings Intervention trackers monitoring Termly monitoring cycle activities Termly report to Governors 	HT DHT SENDCO Class teachers	December 2018 February 2019 April 2019 July 2019
Total budgeted cost:					£39,864

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, B, C, D, E, F, G	Identify groups of learners whose individual needs require a smaller group setting to achieve both academically and socially.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Early Years intervention: +5 months • Phonics interventions: +4 months • Small group tuition: +4 months • Behaviour intervention: +3 months • Metacognition and self regulation: +8 months • Social and emotional learning: +4 months • Individualised instruction: +3 months 	<ul style="list-style-type: none"> • Entry and exit baseline data from Nurture Group • Pupil progress meetings • Termly assessments • Formative observations • Outside agency assessments and strategies • Behaviour logs • Celebration rewards e.g. weekly via assembly • Termly report to Governors 	HT DHT SENDCO TS Govs	December 2018 February 2019 April 2019 July 2019
A, B, C, E, F, G	Identify individual pupils who would benefit from additional support through Play Therapy in order to alleviate social and emotional conditions in a variety of play and creative arts techniques.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Arts Participation: +2 months • Oral language intervention: +5 months • Behaviour intervention: +3 months • Social and emotional learning: +4 months • Individualised instruction: +3 months 	<ul style="list-style-type: none"> • Entry and exit baseline data from Play Therapy Group • Pupil progress meetings • Formative observations • Outside agency assessments and strategies • Behaviour logs • Celebration rewards e.g. weekly via assembly • Termly report to Governors 	HT DHT SENDCO	December 2018 February 2019 April 2019 July 2019
Total budgeted cost:					£31,326

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?
A, B, C, E, F,	To provide online resources that pupils can access both in school and at home to further and engage and enhance their learning in English and Maths.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Digital technology support: +4 months 	<ul style="list-style-type: none"> Review planning of weekly lessons/opportunities/homework Monitoring cycle e.g. embedded use of resources in class Pupil progress meetings Intervention trackers 	HT DHT Class teachers	December 2018 February 2019 April 2019 July 2019
A, B, C, D, E, F, G	To provide funding so that pupils can access residential trips, have spiritual/social/cultural experiences. Cross curricular links will be made where possible to support English and Maths curriculum too.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Collaborative learning: +5 months Outdoor adventure learning: +4 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> EVC trip planning and costings Impact on pupils' development via work books, displays and pupil voice Termly report to Governors 	HT DHT Class teachers SBM	December 2018 February 2019 April 2019 July 2019
E, F, G	To provide a range of motivating attendance incentives to drive improvements in attendance and punctuality	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Behaviour interventions: +3 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Weekly, half termly and termly attendance rewards Costing of new initiatives shared with governors Weekly review of registers/ PA registers Termly report to Governors 	HT DHT Class teachers SBM	December 2018 February 2019 April 2019 July 2019
E, F, G	To improve attendance and develop the skills and interests of pupils via an extensive range of after school clubs led by school staff and outside providers.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Arts Participation: +2 months Collaborative Learning: +5 months Digital Technology: +4 months Social and emotional learning: +4 months Individualised instruction: +3 months 	<ul style="list-style-type: none"> After school club attendance registers Number of pupils graduating from Children's University in Summer 2019 Pupil voice Contribution to school events/competitions Termly report to Governors 	HT Class teachers	December 2018 February 2019 April 2019 July 2019

<p>E, F, G</p>	<p>To support pupils and families with resources/equipment so that no child is at a disadvantage with regards to their teaching, learning and social needs in line with their peers.</p>	<p>Based The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Arts Participation: +2 months • Sports Participation: +2 months • Outdoor Adventure Learning: +4 months • Digital technology: +4 months • Behaviour interventions: +3 months 	<ul style="list-style-type: none"> • Parent meeting records • Requisition forms • Action lists • Receipts • Termly report to Governors 	<p>HT</p> <p>DHT</p> <p>Class teachers</p> <p>SBM</p>	<p>December 2018 February 2019 April 2019 July 2019</p>
<p>Total budgeted cost:</p>					<p>£6,690</p>
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REVIEW OF 2017/18 EXPENDITURE:

Quality teaching for all:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<i>Improved reading stamina and comprehension skills to ensure that pupils complete reading tests and thus show a significant amount of progress from KS1 to KS2</i>	Whole school revised guided reading strategy using the Maddy Barnes approach to guided reading	<ul style="list-style-type: none"> Positive reading progress evidenced at the end of KS2 in 2018 for both disadvantaged and non-disadvantaged pupils. See table on page 2. 	<ul style="list-style-type: none"> Attainment of Reading needs to increase in order to equal or better national average. Additional approach needed to develop guided reading in KS2 supporting and embedding the Maddy Barnes approach. Deploy Booster teacher to KS2 to support with the teaching of Reading comprehension strategies. 	£44, 847
<i>Increased maths attainment at the higher levels to increase the percentage of children at a higher level in all year groups</i>	Implementation of maths mastery curriculum	<ul style="list-style-type: none"> Positive maths progress evidenced at the end of KS2 in 2018 for both disadvantaged and non-disadvantaged pupils. See table on page 2. 	<ul style="list-style-type: none"> Attainment of Maths needs to increase in order to equal or better national average. Review of resources and approaches to Maths to be undertaken. Deploy Booster teacher to KS2 to support with the teaching of Maths and in particular support with problem solving and reasoning. 	
<i>Improved attainment at the end of key stages both at expected levels and greater depth – Year 2 and Year 6 to include a sharp focus on Year 3/4/5, ensuring that children make significant progress over time.</i>	Ability level teaching Team teaching	<ul style="list-style-type: none"> Attainment of pupils achieving greater depth at the end of KS2 in R & W & M is above national averages. KS2 focus to be centred on R & M in particular in 2018/19 so that attainment rises above national averages. KS1 attainment in R & M was higher however a focus will be put on achieving more greater depth writers by Summer 2019. 	<ul style="list-style-type: none"> Review targets and expectations for each year group in line with national expectations. Focus on greater depth pupils via quality first teaching or interventions in Writing in particular. Review tracking system so that key groups are tracked more closely for greater impact. 	

Targeted Support:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<i>Appropriate provision in place for those pupils causing concern</i>	Rapid referral for educational psychologist assessments and/or other agencies so that appropriate provision is put in place	<ul style="list-style-type: none"> Through liaison via SENDCO and outside agencies, identified pupils and families received appropriate support and provision to support the social, emotional and academic needs of targeted pupils. 	<ul style="list-style-type: none"> Effective SEND provision in place. SLT and SENDCO identifying and support appropriate pupils and making good links with external agencies. Continue to use Leapfrog Nurture 	

	<p>I:I support Play therapies Cognitive behaviour therapy</p>		<p>Group as a means of supporting SEMH needs of pupils.</p>	£38,570
<p>Improved Communication, language and listening skills, especially in Early years and KSI</p>	<p>Small group and I:I support targeted support using:- Talkboost materials Speech-link</p>	<ul style="list-style-type: none"> • Interventions implemented effectively in EYFS and KSI. • EYFS CLL – 87% all/100% disadvantaged • KSI Phonics – 87% all/75% disadvantaged pupils 	<ul style="list-style-type: none"> • Teaching of Phonics/Reading is strong in EYFS/KSI • Interventions in KSI impact positively on pupil attainment and progress • Continue with this approach and upskill further TAs to deliver programmes 	
<p>Most able PP evidence working at Greater Depth in Maths and English</p>	<p>I:I interventions small group support using pre learning techniques target work to further challenge or consolidate learning</p>	<ul style="list-style-type: none"> • All disadvantaged pupils in KS2 who achieved greater depth were broadly in line with national averages in R & W but exceeded national averages in M. • Further work needed to secure GD outcomes for KSI pupils and pupils in Y3-5. 	<ul style="list-style-type: none"> • Wider focus needed on challenge for more able, middle attainers particularly those who are disadvantaged in order to achieve higher outcomes in all year groups. • Review approaches, interventions and time given to these areas in R/W/M. 	
<p>SEND pupils secure strong progress given their needs and abilities</p>	<p>I:I interventions small group support using pre learning techniques target work to consolidate learning Use of bespoke learning packages to support learning and progress Additional TA time to support learners with specific difficulties</p>	<ul style="list-style-type: none"> • Bespoke interventions including I:I support have enabled all SEND learners to make small steps of progress. • Some pupils have made significant progress to achieve ARE in certain subjects evidenced by case studies. • Gap with SEND attainment and national averages remains an area of focus. 	<ul style="list-style-type: none"> • Review provision both academic and social and emotional on a regular basis to ensure all needs are being met. • Provide further CPD for staff to ensure intervention programmes and quality first teaching maximises the potential and progress of all SEND learners. • Continue to liaise and build on relationships with external agencies to provide additional support where necessary for individuals or small groups. 	
Other Approaches:				
<p>Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absence</p>	<p>Revised whole school attendance strategy Allocation of additional hours to support vulnerable families</p>	<ul style="list-style-type: none"> • PA actually increased in 2017/18 and will become a school priority in 2018/19 to reduce the number of persistent absentees and in particular disadvantaged pupils. 	<ul style="list-style-type: none"> • Closer, more stringent monitoring of attendance necessary on a weekly, half termly basis. • Develop parent knowledge and engagement with school attendance • Review policy and procedure • Review whole school initiatives 	£12,000
<p>Confident, independent and</p>	<p>Embedding of proud board and proud trees</p>	<ul style="list-style-type: none"> • Monitoring both internally and externally evidences that pupils have an excellent 	<ul style="list-style-type: none"> • Introduce and embed new behaviour system and highlight what or who a 	

<p><i>resilient learners who demonstrate a thirst for learning and positive attitudes to all aspects of learning. . They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.</i></p>	<p>Continuation of trips, visits and visitors to school enhance knowledge and learning and broaden experiences for pupils Implementation of CBT and other therapies to promote emotional wellbeing</p>	<p>attitude to learning. Positive attitudes are evident and are rewarded positively by staff.</p> <ul style="list-style-type: none"> • Resilience continues to be developed through a range of class and sports based activities. • Pupil surveys evidence that pupils feel confident when tackling new activities or challenges. 	<p>Rainbow Champion is.</p> <ul style="list-style-type: none"> • Further develop mental health and well-being of pupils via bespoke curriculum activities. • Provide a range of extracurricular clubs to develop interest, skills and resilience in pupils through new and challenging activities. 	
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