

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

Pupil Premium Strategy Impact Report

2018/19

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

School Improvement Key Priorities that will be addressed during 2018/19 are:

PRIORITY 1	<ul style="list-style-type: none"> To embed good practice, further promote child led activities whilst ensuring high standards are achieved in all areas of Religious Education and the Catholic life of the school
PRIORITY 2	<ul style="list-style-type: none"> To drive improvements in standards and progress to ensure teaching and learning accelerates the progress of all pupil groups in all Key Stages via a broad and balanced curriculum (EYFS-KS2)
PRIORITY 3	<ul style="list-style-type: none"> To increase the number of pupils achieving at least ARE in Reading, Writing and Maths combined in all year groups
PRIORITY 4	<ul style="list-style-type: none"> To develop the skills of subject leaders so that they can monitor standards in their subject areas and lead improvements to secure better outcomes for all
PRIORITY 5	<ul style="list-style-type: none"> To increase whole school attendance to above 96% and reduce number of Persistent Absentees (PA) in relation to the national average (8%)

Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
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.

2018/19 Data Outcomes:

EYFS Assessments	% attaining Good Level of Development (GLD)	% attaining Good Level of Development (GLD)
<p>School exceeded LA and national PP averages for % of PP pupils achieving GLD. The difference between PP v Non PP attainment is 3.7%.</p>	School Pupil Premium (3 pupils)	School Not Pupil Premium (27 pupils)
	66.7%	70.4%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	62.1%	75.5%
	National Pupil Premium Average	National Not Pupil Premium Average
	56.5%	74.3%

Y1 Phonics Assessments	% achieving the expected level	% achieving the expected level
<p>School was slightly below LA and national PP averages for % of PP pupils achieving the expected standard in Phonics. The difference between PP v Non PP attainment is 33.3% which is equivalent to 3 pupils.</p>	School Pupil Premium (9 pupils)	School Not Pupil Premium (19 pupils)
	66.7%	100%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	74.3%	87.7%
	National Pupil Premium Average	National Not Pupil Premium Average
	70.7%	84.3%

Y2 Reading Assessments	% achieving the expected Reading level	% achieving the expected Reading level
<p>School exceeded LA PP averages for % of PP pupils achieving at least ARE in Reading. The difference between PP v Non PP attainment is 11.3% in favour of PP students.</p>	School Pupil Premium (6 pupils)	School Not Pupil Premium (25 pupils)
	83.3%	72.0%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	64.7%	81.1%

Y2 Writing Assessments	% achieving the expected Writing level	% achieving the expected Writing level
<p>School exceeded LA PP averages for % of PP pupils achieving at least ARE in Writing. The difference between PP v Non PP attainment is 6.7% which is equivalent to less than 1 pupil.</p>	School Pupil Premium (6 pupils)	School Not Pupil Premium (25 pupils)
	66.7%	72.0%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	57.9%	76.6%

Y2 Maths Assessments	% achieving the expected Maths level	% achieving the expected Maths level
<p>School exceeded LA PP averages for % of PP pupils achieving at least ARE in Maths. The difference between PP v Non PP attainment is 10.7% which is equivalent to 1 pupil.</p>	School Pupil Premium (6 pupils)	School Not Pupil Premium (25 pupils)
	66.7%	76.0%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	64.5%	82.2%

Y2 Assessments R/W/M Combined	% achieving R/W/M combined at ARE	% achieving R/W/M combined at ARE
<p>School was slightly below LA PP averages for % of PP pupils achieving R/W/M combined.</p> <p>The difference between PP v Non PP attainment is 14.0% which is equivalent to just under 2 pupils.</p>	School Pupil Premium (6 pupils)	School Not Pupil Premium (25 pupils)
	50.0%	64.0%
	LA Pupil Premium Average	LA Not Pupil Premium Average
	52.1%	72.4%

Y6 Reading Assessments	% achieving the expected Reading level	% achieving the expected Reading level
<p>School is broadly in line with National PP averages for % of PP pupils achieving at least ARE in Reading.</p> <p>The difference between PP v Non PP attainment is 1%.</p>	School Pupil Premium (12 pupils)	School Not Pupil Premium (16 pupils)
	75%	76%
	National Pupil Premium Average	National Not Pupil Premium Average
	78%	78%

Y6 Writing Assessments	% achieving the expected Writing level	% achieving the expected Writing level
<p>School is in line with National PP averages for % of PP pupils achieving at least ARE in Reading.</p> <p>The difference between PP v Non PP attainment is 5% which is the equivalent to 1 child.</p>	School Pupil Premium (12 pupils)	School Not Pupil Premium (16 pupils)
	83%	88%
	National Pupil Premium Average	National Not Pupil Premium Average
	83%	83%

Y6 Maths Assessments	% achieving the expected Maths level	% achieving the expected Maths level
<p>School is well below National PP averages for % of PP pupils achieving at least ARE in Reading.</p> <p>The difference between PP v Non PP attainment is 30% which is the equivalent to 4 children.</p>	School Pupil Premium (12 pupils)	School Not Pupil Premium (16 pupils)
	58%	88%
	National Pupil Premium Average	National Not Pupil Premium Average
	84%	84%

Y6 Assessments R/W/M Combined	% achieving R/W/M combined at ARE	% achieving R/W/M combined at ARE
<p>School is below National PP averages for % of PP pupils achieving at least ARE in R/W/M combined.</p> <p>The difference between PP v Non PP attainment is 13% which is the equivalent to approx. 2 children.</p>	School Pupil Premium (12 pupils)	School Not Pupil Premium (16 pupils)
	58%	71%
	National Pupil Premium Average	National Not Pupil Premium Average
	71%	71%

REVIEW OF 2018/19 EXPENDITURE:

Quality teaching for all:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
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.	<ul style="list-style-type: none"> • See above data for Y6 end of KS2 Assessment data • Small class size had a positive impact on learning and feedback for pupils • Targeted support and interventions were put into place swiftly to address misconceptions • Additional Y6 teacher provided coaching and mentoring for the Y6 class teacher who was new to the year group 	<ul style="list-style-type: none"> • Maths to become the key area of focus in 2019/20 • Access Maths Mastery programme to develop and strengthen approaches to Maths • Source CPD and intervention programmes to support improvements with and problem and solving and reasoning in particular as identified from Y6/KS2 assessment analysis 	£39,864
A, B, C, D	To provide small group interventions in KS2 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	<ul style="list-style-type: none"> • Interventions delivered and evaluated based on English and Maths needs in line with TA Appraisals • Intervention logs detail the clear progress made by at least 85% of pupils from Years 3-6 within each Maths and English group from initial starting points 	<ul style="list-style-type: none"> • For consistency of approach, we will streamline intervention programmes and ensure that all staff receive in house training on: <ul style="list-style-type: none"> ○ Read Theory ○ Spelling Shed ○ TT Rockstars 	
A, B, C, D, E	To provide small group interventions in EYFS and KS1 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	<ul style="list-style-type: none"> • Interventions delivered and evaluated based on Phonics, Listening & Attention, Reading and Maths needs in line with TA Appraisals • Intervention logs detail the clear progress made by at least 90% of pupils from Reception – Year 2 within each Maths and English group from initial starting points 	<ul style="list-style-type: none"> • Interventions run successfully however in house training to be provided for colleagues new to EYFS and KS1. • Source further Maths training that includes bespoke number and place value interventions with resources to support pupils/staff 	
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.	<ul style="list-style-type: none"> • INSIGHT Tracking System trialled during Autumn 2018 and purchased for Spring 2019 • Clearer analysis provided of disadvantaged pupils in all year groups in Reading, Writing and Maths • Staff more confident and aware of addressing gap between disadvantaged and non-disadvantaged pupils in English and Maths and providing additional levels of support and intervention 	<ul style="list-style-type: none"> • Further develop tracking of PP pupils in foundation subjects • Introduce additional booster classes for all classes to help support PP pupils to raise attainment in Reading, Writing and Maths 	

Targeted Support:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<p>A, B, C, D, E, F, G</p>	<p>Identify groups of learners whose individual needs require a smaller group setting to achieve both academically and socially.</p>	<ul style="list-style-type: none"> • See above data for Y1 Phonics • 50% of the pupils who attended Leapfrog (Nurture Group) passed the Phonics Assessment • Of the 6 pupils who accesses Leapfrog – five out of the six pupils were reintegrated back into class over the Summer Term in order to be ready to transition to Y2 • One child benefitted immensely from a small group setting whilst accessing both internal and external support from outside agencies 	<ul style="list-style-type: none"> • Nurture Group provides a safe environment that enables pupils to thrive. • Further review the transition process of pupils returning to class at a point when they are ready to do so. 	<p>£31, 326</p>
<p>A, B, C, E, F, G</p>	<p>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.</p>	<ul style="list-style-type: none"> • Individual KS2 pupils identified and undertook Play Therapy based on level of need and vulnerability • Data shows improved attendance by the majority of the children who worked with the Play Therapist • Reports reflected an increase in confidence and interaction which was triangulated between, class teacher and those pupils who attended the Nurture Group 	<ul style="list-style-type: none"> • Review Play Therapy provision in order to enhance and support interaction and involvement with families. 	

Other Approaches

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
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.	<ul style="list-style-type: none"> • <i>TT Rockstars purchased and launched from Years 2-6. Used within school and at home.</i> • <i>Pupil voice, internal tracking data and monitoring evidences that pupils are engaging well with new resources which is impacting positively.</i> 	<ul style="list-style-type: none"> • <i>Need to engage parents/carers with new online approach to homework which will be rolled out from September 2019.</i> • <i>Roll out the use of Read Theory and Spelling Shed across the school to enhance a more consistent approach as part of homework.</i> 	£6,690
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.	<ul style="list-style-type: none"> • <i>Funding provided to support 4 children attend the Y6 Residential trip to the Conway Centre.</i> • <i>School subsidised the cost of school trips and visits for specific disadvantaged pupils so to avoid them missing out on learning experiences</i> • <i>All pupils took part in all planned day trips or visits so that all pupils had equal and fair learning experiences.</i> 	<ul style="list-style-type: none"> • <i>School to approach parents/carers to help alleviate any pressure in supporting them in times of hardship. This will enhance communication and also involve school taking the lead in the situation rather than wait for the parent/carer to address the situation.</i> 	
E, F, G	To provide a range of motivating attendance incentives to drive improvements in attendance and punctuality	<ul style="list-style-type: none"> • <i>Number of PP Persistent Absentees reduced from 7 pupils in 2018 to 6 pupils in 2019.</i> • <i>New approaches included class attendance rewards, higher profile on weekly newsletter and attendance panel meetings with parents on a half termly basis.</i> 	<ul style="list-style-type: none"> • <i>Attendance action plans to be introduced in 2019/20 to further assist the reduction of Persistent Absentees including PP Persistent Absentees.</i> 	
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.	<ul style="list-style-type: none"> • <i>A wide range of clubs were provided covering a range of subjects, sports and interests</i> • <i>60 children graduated from Children's University overall based on the hours accrued at after school clubs – 45% of those were PP pupils</i> 	<ul style="list-style-type: none"> • <i>Target and approach certain pupils to attend clubs or improve pupil engagement in clubs by providing clubs of interest via pupil voice</i> 	
E, F, G	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.	<ul style="list-style-type: none"> • <i>School provided support for families as and when was deemed necessary so that barriers to learning were removed for some pupils.</i> • <i>School accessed 12 food and toy hampers from St Joseph's Centre to help our more vulnerable families at Christmas time.</i> 	<ul style="list-style-type: none"> • <i>School to approach parents/carers to help alleviate any pressure in supporting them in times of hardship. This will enhance communication and also involve school taking the lead in the situation rather than wait for the parent/carer to address the situation.</i> 	

