

## Pupil Premium Strategy Statement: St Aloysius Primary Federation

1. Summary information					
<b>School</b>	St Aloysius Federation (Infant and Junior Schools)				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£75,840 (Juniors) £57,360 (Infants) £133,200 (total)	<b>Date of most recent PP Review</b>	Spring 2018
<b>Total number of pupils</b>	426	<b>Number of pupils eligible for PP</b>	79	<b>Date for next internal review of this strategy</b>	Spring 2019

### Current Attainment

#### KS1 Attainment Gaps: Disadvantaged Pupils

	Reading Expected+	Reading Greater Depth	Writing Expected+	Writing Greater Depth	Mathematics Expected+	Mathematics Greater Depth
<b>2017 All Pupils (60)</b>	85	30	78	28	85	30
<b>2017 Disadvantaged (9)</b>	78	0	67	0	89	22
<b>2017 Gap</b>	-7	-30	-11	-28	+4	-8
<b>2018 Projections All Pupils (61)</b>	84	31	85	33	82	30
<b>2018 Projections Disadvantaged (13)</b>	62	23	62	15	62	23
<b>2018 Projections Gap</b>	-22	-8	-23	-18	-20	-7
<b>Disadvantaged(Not SEN) (6)</b>	83	50	100	33	83	50
<b>PP not SEN Gap</b>	-1	+19	+15	0	+1	+20

## KS2 Attainment Gaps: Disadvantaged Pupils

	Reading Expected	Reading Higher Standard	Writing Expected	Writing Higher Standard	Mathematics Expected	Mathematics Higher Standard
2017 All Pupils (61)	80	32	90	36	87	26
2017 Disadvantaged (22)	64	0	82	6	82	0
Gap	-16	-32	-8	-30	-5	-26
2018 Projections (59) All Pupils	86	39	86	42	88	39
2018 Projections Disadvantaged (14)	78	7	71	21	71	7
2018 Projections Gap	-8	-32	-15	-21	-17	-32
Disadvantaged Not SEN (10)	80	10	90	30	90	10
PP not SEN Gap	-6	-29	+4	-12	+2	-29

## Average Progress Scores: All Pupils

Subject	Disadvantaged 2016 Average Score	All pupils 2016 Average Score	Disadvantaged 2017 Average Score	All pupils 2017 Average Score
Average progress reading	+1.02	+2.10	+1.28	+2.18
Average progress writing	+2.26	+2.93	+3.94	+3.82
Average progress mathematics	+1.97	+3.31	+2.22	+1.97

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows academic progress in subsequent years
<b>B.</b>	Limited life and cultural experiences for some of our PP children.
<b>C.</b>	Reading at KS1 and KS2. Some children found the quantity of text very difficult to process due to difficulty with word reading fluency impeding understanding. Limited vocabulary knowledge for some of our PP children also led to challenges accessing the text.
<b>D.</b>	Junior School: 26% of pupils in school are eligible for PP, in addition to 12% having SEN. Infant School: 20% of pupils in school are eligible for PP, in addition to 6% having SEN. Across Federation half of the PP children have diagnosed SEN and are low attaining - progress for these children is still good

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Attendance rates for pupils eligible for PP are 95% (below the figure for all children of 96%). For a small number of PP children attendance is significantly lower than other pupil. This reduces their school hours and causes them to fall behind.
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<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve skills in the prime areas of learning, especially in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting point.
<b>B.</b>	Improved progress and attainment for all PP pupils in reading and writing, with specific focus on reading for meaning and developing vocabulary.	Pupils are able to read longer texts with greater pace and answer questions accurately. Further direct teaching of reading skills through the Primary Writing Project (PWP) give pupils a wide range of vocabulary and understanding of more complex texts.
<b>C.</b>	Increased opportunities for cultural and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group	Pupils eligible for PP and who are higher ability are identified, monitored and supported to engage in additional life enhancing experiences such as; Residential Programme, Sport Curriculum, Mentoring Scheme
<b>D.</b>	All pupils, especially those in Year 2 and 6, make progress in line or above all children Nationally from the same starting point.	Pupil Premium Lead will meet with all year 2 and 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure every year 6 pupil is on track to make progress at least in line with other children Nationally of same starting
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.4% to 96% in line with 'other' pupils Nationally.
<b>F.</b>	To engage parents and families of pupils eligible for PP, providing strategies for supporting their child at home.	Attendance at workshops indicates parental engagement with school. Outcomes for PP children improve.

4. Planned expenditure					
Academic year		2017/18			
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?
<b>Improved oral language skills in EYFS</b>	Talk 4 Writing approach to English teaching Wordless picture books in nursery and at least once weekly 1:1 reading with staff. Staff training for evidence based intervention programmes targeting the development of language skills. 3x weekly speech and language provision throughout EYFS and KS1.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest Early Intervention is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.  Talk4Writing is proven to has language skills and communication at the heart of its pedagogy.	Effective planning and timetabling of additional early intervention support. School Monitoring by Leadership team.  Whole school monitoring of Primary Writing Project to ensure consistency of delivery and careful modelling of appropriate language skills.	SLT/ EYFS lead	Half termly throughout 2017-18
<b>Improved progress and attainment for all PP pupils in reading and writing, with specific focus on developing vocabulary.</b>	Whole staff training on Primary Writing Project. Early identification of specific gaps and targeted Intervention provided regularly. Systematic teaching of phonics. Personalised curriculum. Small group focused teaching (Phonics, English, Maths) Teacher: Small group focused teaching in Y2 and Y6 Before/After School Tuition for targeted groups. 1:1 reading and additional reading for PP pupils. Engagement with families though offering teaching and learning cafes and parent support workshops such as Bliss-Ability. Pupil Voice.	Lower PP attainment than non PP pupils - Typically PP children perform less well than other pupils in school.  NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.  Targeted small group teaching and provision of a tailored curriculum has enabled pupils to make accelerated progress (2016/17 school data)  NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition)  In 2016/17, interventions (Reading, Writing and Maths) impacted positively on children's progress. Data also confirms this impact in Autumn term 2017 data capture.  Greater parental involvement with school leads to an increase in attainment and progress for PP pupils.	Monitoring and tracking of key groups through pupil progress portfolios.  Engagement with skilled adults and effective pupil feedback leading to rapid progress.  Assessment and observational data tracked and moderated, through lesson observations, book scrutiny, pupil voice and data tracking.  Termly Pupil Progress meetings with teachers and teaching assistants.  Regular team meetings within year groups.	Teaching and Learning Lead  SLT	Half termly monitoring of Primary Writing Project  Termly throughout 2017-18, following data capture and Pupil Progress meetings.

<p><b>Improved attainment in KS1 and KS2 numeracy</b></p>	<p>Staff training on mastery strategies with Maths Lead. Teachers and Teaching Assistants to access numeracy subject knowledge course after school. Employ an extra 1:1 teacher to support lower attainers. In-house Maths Reasoning training. Parent Maths Cafes</p>	<p>Children are challenged by the higher level maths skills and often gaps in basic number understanding prevents pupils from attaining well. We want to invest some of the PP in longer term change to address this which will help all pupils. Evidence indicates that the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment.</p> <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p> <p>Targeted small group teaching and provision of a tailored curriculum has enabled pupils to make accelerated progress (2016/17 school data)</p> <p>Greater parental involvement with school leads to an increase in attainment and progress for PP pupils.</p>	<p>Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking.</p> <p>Engagement with skilled adults and effective pupil feedback in Maths leading to rapid progress and sufficient challenge.</p> <p>Assessment and observational data tracked and moderated.</p> <p>Termly Pupil Progress meetings with teachers and teaching assistants.</p> <p>Regular team meetings within year groups.</p>	<p>Teaching and Learning Lead</p>	<p>Termly throughout 2017-18, following data capture and Pupil Progress meetings.</p>
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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?
<p><b>The aspirations, confidence and self belief of pupils identified as eligible will increase.</b></p>	<p>Individual Support through regular and professional counselling provision. Mentoring programme from Rec-Y6. Personalised 1:1 curriculum where specific need has been identified. Aspirational Campaign. Growth Mindset Philosophy. Residentials, educational visits and clubs. Consistent behaviour system shared across school. Teaching and Learning Cafes. Secret Garden Curriculum.</p>	<p>Our pupils are exhibiting great emotional challenges at a younger age which has required action to be taken to address this.</p> <p>Evidence suggests that, although varying across programmes, behaviour interventions can produce large improvements in academic performance and a decrease in challenging behaviours. Effect sizes are larger for targeted mentorship programmes, matched to pupils with particular needs, than for universal interventions. 2016/17 records show positive impact of behaviour system across the school with fewer children missing out on end of term 'Green Treat'.</p>	<p>SEN/ PP lead to ensure initiative benefits targeted pupils. Monitor attendance at clubs/visits. Monitor behaviour logs. Evaluate pupil voice interviews. Pupil and family feedback alongside staff reports to measure impact.</p>	<p>SEN/ PP lead. Behaviour lead.</p>	<p>Half termly following events/monitoring of behaviour logs etc</p>

<p><b>Improve oral language skills for pupils eligible for PP in Reception class.</b></p>	<p>Use planned interventions with trained adults with children for whom oral language is a barrier to learning in EYFS.</p> <p>Speech and language provision extended to ensure more regular (3x weekly) intervention support for targeted children.</p>	<p>Nursery assessments and discussions with EYFS staff revealed the need to tackle speech and language with more regular support.</p> <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p>	<p>Data Tracking analysis alongside pupil, family and staff feedback</p>	<p>Intervention lead. Speech and Language lead.</p>	<p>Weekly updates throughout 2017-18</p>
<p><b>To increase number of evidence based targeted interventions to close the attainment gap in reading, writing and maths.</b></p>	<p>Personalised curriculum timetables. 1:1 reading (+reading volunteer team to target PP pupils) Quality first teaching. Quality training for the delivery of intervention programmes such as Lexia, Better Reading Together Partnership and Plus 1 programme. PP funding used to provide HAPP children with intervention sessions by teachers in order to accelerate progress. Revised deployment of staff for intervention delivery.</p>	<p>In previous years this approach has proven to have a significant impact on the progress and attainment of all groups of PP children, especially considering their starting points.</p> <p>Early intervention is considered a priority in enabling children to catch up quickly.</p> <p>NFER indicated that personalised learning plans enhanced outcomes by 2.0%</p>	<p>Regular assessments used to evaluate the impact and measure progress.</p> <p>Intervention evaluations and intervention books completed by staff and shared with SLT.</p> <p>Termly pupil progress meetings and reports for governors and SIP.</p>	<p>Teaching and Learning lead</p>	<p>Half Termly throughout 2017-18</p>
<p><b>Increased attendance rates</b></p>	<p>School attendance lead employed to monitor pupils and follow up quickly on absences. (weekly monitoring) First day response provision. Family support worker attached to school. Incentives provided for improved attendance and 100% attendance</p>	<p>Research shows that there are very strong links between levels of school absence and levels of attainment.</p>	<p>PP coordinator, support workers, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>SEN/ PP lead</p>	<p>Weekly attendance meetings.  Half termly attendance reports and reviews.</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Ensure the emotional well-being of all children</b>	<p>Children participate in regular counselling and mentorship sessions            Staff members receive mentoring/ counselling training.            Development of a calm sensory room.            Developed PSHE curriculum, including Kidsafe accredited trainers.            Parent support workshops such as Bliss-Ability.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted mentorship matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p>	<p>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers. Staff will reflect on their training sessions and evaluate how this has impacted upon their practice.</p>	SEN/ PP lead	Termly throughout 2017-18
<b>Ensure equality of opportunity and effective parental partnerships.</b>	<p>Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons</p> <p>No children to miss out on educational trips/ residential visit</p>	<p>Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly.</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p>	<p>More children entitled to pupil premium will access the services/opportunities available to them. This will be logged electronically. All children in school, including those entitled to pupil premium will access educational and residential trips.</p> <p>School clubs will specifically target pupils eligible for PP. Attendance at clubs and learning cafes will be monitored.</p>	Every Child Matters Lead	Termly throughout 2017-18