

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Bede's RC Primary South Shields				
Academic Year	2017/18	Total PP budget	£52,224	Date of most recent PP Review	Jan 2017
Total number of pupils	206	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	60%	83%
Reading progress measure	0.07	2.65
Writing progress measure	3.3	2.72
Mathematics progress measure	-0.34	3.21

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.	Pupils have limited language skills on entry to due to lack of experiences and poor modelling of language. This can sometimes be coupled with English as an additional language.
B.	The children often have limited vocabulary and slow development of language skills
C.	Some pupils face challenges such as SEN, and have varying social and emotional needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents sometimes have limited numeracy and literacy skills so need help in supporting their children, and also help with pupils' social and emotional needs.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve percentage of pupils attaining expected level in reading	80% achieving expected level in reading
B.	Improve vocabulary and higher order reading skills to impact on effective reading	80% achieving expected level in reading
C.	Improve percentage of pupils attaining expected level in mathematics	80% achieving expected level in mathematics
D.	Systems in place to support pupils' social, physiological and emotional needs.	Improved outcomes and engagement.

5. Planned expenditure					
Academic year	2017-18				
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?
80% Y6 PP to meet expected outcomes in reading 2018	One to one reading comprehension sessions twice weekly Differentiated booster sessions in class Increase adult support in class literacy sessions	NFER research- improved outcomes using one to one tuition. NFER research- improved outcomes for disadvantaged pupils using targeted, small group support	Regular testing of progress-practice SATs papers	C Devine J. Molenda E. Waters	Half termly
80% Y6 PP to meet expected outcomes in mathematics in 2018	Small group sessions for identified pupils using Success@Arithmetic	Success@Arithmetic programme proven to improve pupils' mathematical age and outcomes.	Regular testing of progress- practice SAT papers	N. Mackley E. Waters	Half termly
To ensure outstanding teaching for all pupils	Staff CPD in 'Power of Reading'- use of class novels to engage pupils in reading and teach higher order reading skills. Staff CPD in teaching reasoning in mathematics	NFER research- improved outcomes for disadvantaged and all pupils.	Book scrutiny, lesson observations, half termly testing.	C.Devine, N. Park, N. Mackley	Performance Management reviews, monitoring cycle, Pupil Progress meetings.
Total budgeted cost					£26,850
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?

To support children who are not meeting age-related expectations or expected progress through mathematics, reading and writing interventions	One to one phonics- daily sessions Blast language development- twice weekly sessions Guided reading- twice weekly One to one reading- daily Mathletics- daily ten minute sessions Spellodrome- daily	NFER research shows improved pupil outcomes through one to one and small group interventions	Pupil Progress meetings, half termly intervention reports, book scrutiny	N. Park, C. Devine, N. Mackley, D. Dunn, J. Molenda, C. Wheeler, L. McDonald	Monitoring cycle, half termly
To improve the percentage of pupils attaining expected standard in reading in Y6 Maintain the percentage of pupils attaining the expected standard in writing and mathematics	Outstanding teaching Cross curricular writing opportunities Whole class novels as an approach to teach reading	Ofsted findings- 'Achievement for All' project.	Monitoring cycle, book scrutiny, pupil progress reports	N. Park, C. Devine, N. Mackley, B. McVittie	Half termly, monitoring cycle
Total budgeted cost					£8,674

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?
To address pupils' social and emotional needs	Free breakfast club for identified pupils with daily support with homework Circle of Friends group Language for Thinking group Lego Therapy group	Improvement in attendance, engagement and punctuality of pupils. Improved performance of pupils in weekly spelling and mental maths tests Increased confidence and self -esteem of identified pupils	Weekly register, weekly monitoring	L.Welsh, L. McDonald, N. Park, N. Mackley	Ongoing and half termly
To support parents in providing social, emotional support to children. To improve attendance and punctuality of pupils. To support parents with pupils' homework requirements	As above Family Support Worker to engage with parents and support with children's identified needs. Free transport for identified pupil.	As above Improved engagement with parents Support given to parents to ensure pupils attend external appointments e.g. CYPS Support given to parents to ensure school attendance	Weekly attendance monitoring, Early Help plans	L. Welsh, L.McDonald, N. Mackley, N. Park	Ongoing and half termly

To develop the whole child through broadening their life experiences	Supporting after school clubs School trips, visits and visitors to broaden experiences and level of engagement. Music tuition in clarinet and recorder	Improved engagement and enjoyment of school and the curriculum Improved cross curricular writing. All pupils given the opportunity to learn and musical instrument and join an orchestra.	Curriculum plans, school website, pupil engagement, book scrutiny. Music concerts	N. Park, B. McVittie	
Total budgeted cost					£16,700

6. Review of expenditure				
Previous Academic Year		2016-17 £57,504		
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
<p>To support pupils to achieve expected levels and at greater depth in reading, writing and mathematics</p> <p>To provide quality teaching assistants to ensure intervention is timely and appropriate to meet the children's needs and show impact on their learning</p>	<p>Targeted differentiation, high quality marking and feedback, booster groups for all levels of ability, reduced teacher to pupil ratios</p>	<p>At KS2 the percentage of PP pupils attaining reading, writing and mathematics was 60% combined against the national overall level of 61%.</p> <p>The percentage of PP pupils attaining reading, writing and mathematics combined at greater depth was 20% against the national overall level of 14%</p> <p>The percentage of PP pupils attaining writing at expected level was 80% and 20% at greater depth. Progress in writing was 2.72</p> <p>TA support was used effectively to support children in English and mathematics lessons. TAs were also able to deliver interventions before school, lunchtimes and afternoons to identified pupils</p>	<p>Specific individual intervention is needed to improve higher order reading skills.</p> <p>Whole class novels increased pupils' enjoyment and engagement in Y6- to be developed throughout whole school.</p> <p>Teaching of writing very successful following whole school approach/ cluster moderation and local authority moderation</p> <p>Teaching assistants worked to address misunderstandings at the point of intervention and later in the day during personalised interventions.</p> <p>Monitoring of progress (intervention tracking sheets) showed impact on pupil outcomes.</p> <p>Programmes to continue- RM mathematics, Spellodrome, guided reading, one to one reading, Blast</p> <p>New programmes- Success@Arithmetic, one- to one guided reading</p> <p>Suspended- Power of Two.</p>	£40,704
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
<p>To improve attendance and punctuality of pupils.</p> <p>To support pupils' social and emotional needs.</p>	<p>Family Support worker and teaching assistant to run free breakfast club.</p> <p>Support with homework, English and mathematics before school</p>	<p>Improved spelling and mental mathematics scores.</p> <p>Improved attendance of targeted pupils</p> <p>Improved well-being, concentration and confidence of pupils.</p>	<p>Approach very effective and to continue.</p>	

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
To develop the whole child through broadening their life experiences	Supporting after school clubs School visits, trips and experiences to excite and engage pupils Breadth and range of sports events for an increasing number of pupils	Pupils attending increased variety of after school clubs Pupils engaged in sports after school, weekends and in community. Curriculum visits promote high levels of engagement and enjoyment	This will continue and increase in 2017-18	£16,800