

# Pupil premium strategy statement (primary)

1. Summary information					
School	St. Bede's RC Primary South Shields				
Academic Year	2018/19	Total PP budget	£53,060	Date of most recent PP Review	Jan 2018
Total number of pupils	207	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Jan 2019

2. Current attainment – KS2 2018		
	<i>Pupils eligible for PP (school)</i>	<i>All pupils</i>
% achieving in reading, writing and maths	100% (with SEN 80%)	66%
Reading progress measure	4.53 (with SEN 2.32)	--1.9
Writing progress measure	4.32 (with SEN 2.824)	1.7
Mathematics progress measure	1.86 (with SEN 0.9)	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils have limited language skills on entry due to lack of experiences and poor modelling of language. This can sometimes be coupled with English as an additional language.
<b>B.</b>	The children often have limited vocabulary and slow development of language skills
<b>C.</b>	Some pupils face challenges such as SEN, and have varying social and emotional needs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	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- KS2 2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve percentage of pupils attaining expected level in reading	80% achieving expected level in reading
<b>B.</b>	Improve vocabulary and higher order reading skills to impact on effective reading	80% achieving expected level in reading
<b>C.</b>	Improve percentage of pupils attaining expected level in mathematics	80% achieving expected level in mathematics
<b>D.</b>	Systems in place to support pupils' social, physiological and emotional needs.	Improved outcomes and engagement.

5. Planned expenditure					
Academic year	2018/19				
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 2019	One to one reading intervention sessions twice weekly and in class to improve fluency, comprehension skills, and increase pupil enjoyment. Use of Accelerated Reader programme to track pupils' comprehension of chosen books through online quizzing, and pupils' reading ages through half-termly testing. Differentiated booster sessions in class. Increased 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, Test Base termly tests. Regular quizzing of pupils' comprehension skills. Half termly testing of pupils' reading ages.	C Devine J. Molenda E. Waters	Half termly
80% Y6 PP to meet expected outcomes in mathematics in 2019	Small group sessions for identified pupils using Success@Arithmetic	Success@Arithmetic programme proven to improve pupils' numerical understanding age and outcomes.	Regular testing of progress- practice SAT papers, Test Base termly tests	N. Mackley E. Waters	Half termly
To ensure outstanding teaching for all pupils	'Power of Reading'- use of class novels to engage pupils in reading and teach higher order reading skills. Use of Cracking Comprehension resource to teach whole class comprehension skills. Use of MyMaths to support whole class mathematics teaching/formative assessment.	NFER research- improved outcomes for disadvantaged and all pupils.	Book scrutiny, lesson observations, half termly testing, class drop-ins by DHT, HT and mathematics subject leader (SLT).	C.Devine, N. Park, N. Mackley	Performance Management reviews, monitoring cycle, Pupil Progress meetings, Data Analysis.
<b>Total budgeted cost</b>					£26,850
ii. Targeted support					

<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>
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- KS1 One to one reading- daily RM mathematics- daily ten minute sessions Spellodrome- daily Success@Arithmetic-targeted groups Class@Number-targeted groups	NFER research shows improved pupil outcomes through one to one and small group interventions	Pupil Progress meetings, half termly intervention reports, book scrutiny, half termly tests, reading quizzes, reading ages- half termly monitoring, lesson observations	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 Accelerated Reader programme.	Ofsted findings- 'Achievement for All' project.	Monitoring cycle, book scrutiny, pupil progress reports, half termly tests, reading quizzes, reading age testing- half- termly.	N. Park, C. Devine, N. Mackley, B. McVittie	Half termly, monitoring cycle
<b>Total budgeted cost</b>					£9,574
<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>
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 Zones of Regulation 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 pupils.	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/recitals for parents	N. Park, B. McVittie	
<b>Total budgeted cost</b>					£16,636

6. Review of expenditure				
Previous Academic Year		2017-18 £52,224		
i/ii Quality of teaching for all/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 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/intervention, 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 80% combined against the national overall level of 64%.</p> <p>The percentage of PP pupils attaining reading, writing and mathematics combined at greater depth was 0% against the national overall level of 14%.</p> <p>20% of PP pupils attained higher standard in reading; 40% in GPS; 20% in writing.</p> <p>Progress in writing was 2.8; reading was 2.3; mathematics was -0.9 with SEN pupil; 4.32, 4.53 and 1.86 without SEN pupil.</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 pupils' reading fluency and boost reading ages of identified pupils. The development of pupils' comprehension skills and enjoyment of reading are hampered by some pupils' poor fluency skills. System to accurately match reading books to pupils' reading age has been sourced in order to improve fluency.</p> <p>Reading intervention will continue but with the initial focus on improving reading fluency.</p> <p>Success@Arithmetic (Every Child Counts)- system established to boost numerical age of identified pupils. Very effective and to be continued. Using Sandwell test established pupils' numerical sense age. After following programme pupils' numerical ages increased from between 12- 30 months. System to be extended to KS1: First Class@Number.</p> <p>Teaching of writing very successful following whole school approach/ cluster moderation and local authority moderation- this will be continued.</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, one to one reading, Blast, Success@Arithmetic</p>	£36,684
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
				15,540

<p>To improve attendance and punctuality of pupils. To support pupils' social and emotional needs.</p>	<p>Family Support worker and teaching assistant to run free breakfast club. Support with homework, English and mathematics before school</p>	<p>Improved spelling and mental mathematics scores. Improved attendance of targeted pupils including pupils not eligible for PP. Improved well-being, concentration and confidence of pupils.</p>	<p>Approach very effective and to continue.</p>	
<p>To develop the whole child through broadening their life experiences</p>	<p>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</p>	<p>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</p>	<p>This will continue and increase in 2018-19.</p>	