 **St Charles’ Catholic Primary School Pupil Premium statement September 2016**

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2015-16 | **Total PP budget** | £91,880 | **Date of most recent PP Review** | July 2016 |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 61 | **Date for next internal review of this strategy** | November 16 |

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| 1. **Current attainment end EYFS (15-16)** | | |
|  | *Pupils eligible for PP at St Charles’* | *Pupils not eligible for PP (national average)* |
| **% achieving Good Level of Development** | *50%* | *69% (July 15)* |
| **Average Point Score** | *32.1* | *34.9 (July 15)* |
| **achieving at least expected in all 17 ELGs** | *50%* | *69% (July 15)* |
| **3. Current attainment end KS1 (15-16)** | | |
|  | *Pupils eligible for PP at St Charles’* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard in reading, writing and maths** | *0* | % |
| **% achieving expected standard in reading** | *0* | *77% (July 16)* |
| **% achieving expected standard in writing** | *14%* | *68% (July 16)* |
| **% achieving expected standard in maths** | *0* | *75% (July 16)* |
| **% making at least expected progress in reading** | *40%* |  |
| **% making at least expected progress in writing** | *80%* |  |
| **% making at least expected progress in maths** | *40%* |  |
| **4. Current attainment end KS2 (15-16)** | | |
|  | *Pupils eligible for PP at St Charles’* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard in reading, writing and maths** | *40%* | % |
| **% achieving expected standard in reading** | *60%* | *% (July 16)* |
| **% achieving expected standard in writing** | *40%* | *% (July 16)* |
| **% achieving expected standard in maths** | *50%* | *% (July 16)* |
| **% making at least expected progress in reading** | *100%* |  |
| **% making at least expected progress in writing** | *50%* |  |
| **% making at least expected progress in maths** | *88%* |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | Low school-entry skills in oral language | |
|  | | Lack of parental engagement/support with homework and reading | |
| **C.** | | Social/emotional issues | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance/punctuality | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved oral skills in EYFS and KS1 | | Increase in % of pupils achieving expected in C&L at end of FS |
|  | Improvement in reading standards throughout the school. | | Gaps narrowed between PP and non PP achieving expected standard in reading |
|  | Pupils with social/emotional needs are supported to aid their progress | | Fewer disruptions to learning due to result of emotional/behaviour issues |
|  | Improved attendance | | Closing of gap between attendance % of PP and non PP pupils |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016-17** | | | | |
| 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. | | | | | |
| 1. **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?** |
| **To promote good attendance and punctuality of targeted pupils. Increase attendance rates for PP pupils** | **DHT to work with EWO to support improvement in parental engagement and commitment to improving attendance and reducing PA** | End of year data for July 16 indicates overall attendance of all pupils at 95.2%. Attendance for PP pupils is 92.4% compared to 96.1% for non PP pupils. | Daily, weekly and half termly monitoring of attendance overseen by DHT and EWO. Meetings with parents to make expectations clear. | **M Walker**  **R Cotham (EWO)** | **Termly** |
| **To improve levels of progress and attainment in reading, writing and maths in Y2 and Y6** | **Non-class based teachers to co-teach with Y2 and Y6 class teachers to support identified pupils** | Analysis of data shows groups of pupils not on track to make expected progress from their baseline. Identification of needs to close gaps. | Pupil Progress meetings, monitoring termly data | **M Walker**  **J Redfern**  **SLT** | **Termly** |
| **Improved parental engagement for supporting pupils in EYFS and Y1** | **Parental workshops for supporting learning of Phonics and reading and early maths skills** | On-entry data shows that 53% of pupils are below expected standard in ELG of Speaking at start of Reception and 93% are below expected level in ELG of Reading. 80% are below the expected standard in ELG of Number | Experienced teachers will deliver workshops with clear focus identified. Monitor uptake and monitor feedback from parents. Termly analysis of progress data. | **K Ehlen**  **SLT** | **February 2017**  **July 2017** |
| **Total budgeted cost** | | | | | £29,100 |
| 1. **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?** |
| **Accelerated progress of targeted group of pupils in Y4, ensuring closure of gaps in writing** | **1stclass@Writing intervention** | Gaps identified in progress of specific groups of pupils working below expected from their KS1 baseline | Standardised scores used to measure starting points. CPD undertaken by LSA and DHT for accurate delivery of programme. Timetabling to ensure delivery is ensured | **M Walker**  **J Ward** | **February 2017**  **July 2017** |
| **Accelerated progress of targeted groups of pupils in Yrs 4 and 5, ensuring closure of gaps in maths** | **1stclass@Number intervention** | Gaps identified in progress of specific groups of pupils working below expected from their KS1 baseline | Standardised scores used to measure starting points. CPD undertaken by LSA and DHT for accurate delivery of programme. Timetabling to ensure delivery is ensured | **M Walker**  **C Haigh** | **February 2017**  **July 2017** |
| **Small group or 1:1 support in reading, writing and maths** | **Flexible intervention support** | Identification of gaps in understanding through daily assessment by class teacher during lessons. LSA delivery of targeted support for specific pupils | All interventions delivered by trained LSAs, overseen by class teacher. Tracking records kept by class teacher | **SLT**  **Class teachers** | **Termly** |
| **Increased levels of engagement using online resources to support maths and reading** | **Bug Club**  **MyMaths** | Levels of engagement in homework tasks are patchy. Strategies to increase levels examined. Two schemes identified as appropriate to school’s and pupils’ needs | Tracking of online up-take and provision of support for pupils without internet access at home | **P Cranney**  **B Battersby** | **Termly** |
| **Total budgeted cost** | | | | | £42,100 |
| 1. **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?** |
| **Subsidised access to school extra-curricular clubs** | **Targeted children to access a range of clubs, including sports clubs, healthy lifestyle clubs, music clubs, out of school hours** | Pupils offered priority places at extra-curricular clubs, including Breakfast Club and After School Club. This will encourage greater levels of involvement and attendance. | HT and PP Champion will ensure that targeted families are aware of available support and monitor uptake and involvement | **HT**  **P Cranney** | **Termly** |
| **Subsidised support for school trips including residential trips** | **Targeted pupils/families given financial support to pay for trips** | Financial constraints provide difficulties for some families of PP pupils, resulting in inability to participate in trips incurring a financial cost. Benefits for PP pupils include engagement, team work, independence, social skills. | HT/DHT ensure tact and sensitivity are used in approaching families. Monitor uptake and review engagement | **HT**  **DHT** | **Termly** |
| **Support with transport** | **Contribution to cost of parish minibus** | Small groups of pupils can have free access to visits to other schools for shared work, PE sessions, G&T workshops, competitions, Collective Worship and similar | HT will oversee provision and equality of opportunities across the school | **HT** | **Termly** |
| **Total budgeted cost** | | | | | £19,850 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-16** | | |
| 1. **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** |
| **Improved standards of progress and attainment** | **Non-classed based teachers work with small groups or 1:1 to close gaps and raise standards across the school** | This has not had the desired impact as intervention was not targeted appropriately to enable gaps to be narrowed. | Baseline assessment to be completed for all interventions and progress measures accurately. Non-class based teachers will be assigned to specific classes to give targeted support to specific pupils. | £38519-27 |
| **Improved standards of progress and attainment** | **LSAs work with individuals and small groups to close identified gaps** | This has not had the desired impact as intervention was not targeted appropriately to enable gaps to be narrowed. | This year there is a more focused and flexible approach to intervening in timely way and assessing this impact immediately. Specific LSAs have received training for 1st Class@Number; and the training for 1st Class@Writing Intervention programmes which will be delivered to identified groups of pupils. | £17840-86 |
| **Access to online study for all to support learning** | **Purchase of online resources to be used in class and at home – MyMaths, Purple Mash, creating film** | Pupils have been able to engage with their own learning through the use of online teaching resources. | Ensure that pupils without access to the internet at home have the same opportunities as the other pupils, through provision of paper copies of tasks or homework clubs at lunchtime. This will continue next year. | £4860 |
| 1. **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** |
| **Emotional and mental health issues identified and addressed** | **Learning mentor to provide 1:1 and small group support for pupils with identified needs** | Learning Mentor left the school. Some of her work was undertaken by LSAs and class teachers, enabling some pupils to access the support they needed. | CPD to be provided for identified LSAs with the experience and knowledge to support the children. Programmes such as Think Yourself Great and Talk Boost to be put in place for 2016-17 | £6566-36 |
| **Pupils benefit from quality music teaching free of charge** | **Specialist music teacher engaged to teach whole class and small groups** | Year 4 pupils were taught to play woodwind instruments on a weekly basis. Small groups of Y5 and Y6 pupils had focussed lesson once a week.  The quality of the teaching was variable and the impact limited, although engagement was high | This will not be continued next year, as it was not deemed to be good value for money. Identified pupils will still receive small group tuition, but a new approach to class teaching of music by a specialist will be undertaken. | £5238 |
| 1. **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** |
| **All pupils can participate in residential trips** | **Subsidy of UKS2 residential to Colomendy** | Pupils were able to participate fully in all aspects of the residential trip, learning skills such as teamwork, resilience, engagement, cooperation as well as self-confidence and self-reliance | Impact for identified pupils evident; they were able to demonstrate increased levels of confidence and resilience on their return to school.  This will continue to be an area of focus. | £1080 |
| **All pupils can participate in cultural trips** | **Subsidy of trips out to museums, art galleries, etc inc trip to London for Commonwealth Service** | All pupils were able to access trips to enhance and develop their learning and understanding of culture, art and history. Increased awareness of cultural similarities and differences, experience of British history both political and cultural, skills relating to travel and experiencing new places/events | Impact of engagement in different experiences outside of the familiar was evident. Pupils could articulate their learning and share experiences with others.  This will continue to be an area of support. | £2400 |
| **Pupils can participate in sports competitions/events** | **Contribution to cost of parish minibus** | Groups of pupils were able to be driven to sporting events/competitions free of charge and learn key lessons relating to fairness, competition, teamwork, confidence, sportsmanship. | This continues to be a valuable use of budget, allowing pupils to participate and engage in sports activities and competitions.  This will continue next year | £1911-88 |
| **Improved attendance through access to Breakfast Club** | **Payment for identified pupils to have access to school Breakfast Club in order to improve their rates of attendance** | Some families took up this offer and others only engaged sporadically, resulting in mixed outcomes. | This will continue into next year, with support being offered to pupils with punctuality and/or attendance issues | £1950 |
| **Pupil dietary health improves** | **Payment for milk to be provided each day for all pupils in EYFS and KS1** | High proportion of uptake of free milk, with a drive from class teachers to encourage healthy diet and benefits of increased calcium intake. An excess milk was offered with lunch | This will continue next year, with importance being explained to parents at start of EYFS. | £569-25 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |