



St Charles' Catholic Primary School Pupil Premium statement September 2016

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

2. Current attainment end EYFS (15-16)		
	<i>Pupils eligible for PP at St Charles'</i>	<i>Pupils not eligible for PP (national average)</i>
% 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)		
	<i>Pupils eligible for PP at St Charles'</i>	<i>Pupils not eligible for PP (national average)</i>
% 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)		
	<i>Pupils eligible for PP at St Charles'</i>	<i>Pupils not eligible for PP (national average)</i>
% 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%	

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

In-school barriers

A.	Low school-entry skills in oral language
B.	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
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral skills in EYFS and KS1	Increase in % of pupils achieving expected in C&L at end of FS
B.	Improvement in reading standards throughout the school.	Gaps narrowed between PP and non PP achieving expected standard in reading
C.	Pupils with social/emotional needs are supported to aid their progress	Fewer disruptions to learning due to result of emotional/behaviour issues
D.	Improved attendance	Closing of gap between attendance % of PP and non PP pupils

5. 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.					
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?
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
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?
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
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?
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

6. Review of expenditure				
Previous Academic Year		2015-16		
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
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 1 st Class@Number; and the training for 1 st 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
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
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
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
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

7. 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