

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	St Catherine's C of E School				
Academic Year	2018-19	Total PP budget	66,000	Date of most recent PP Review	July 2018
Total number of pupils	200	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	KS1 87.5% KS2 30%	%
% making progress in reading	KS1 87.5% KS2 50%	%
% making progress in writing	KS1 87.5% KS2 60%	%
% making progress in maths	KS1 87.5% KS2 50%	%
EYFS GLD + Phonics	60% + 100%	

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.	% of pp pupils attaining ARE is lower in most year groups than non-pp pupils
B.	% of pp pupils attaining GDS is lower than non-pp pupils
C.	Learning behaviours of pp pupils including speech and language– particularly in year 6 which has a high number of pp pupils – is impacting on progress in writing and maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower than national attendance levels is significantly higher in pp group

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in maths, reading and writing	% of pupils attaining ARE is in line with non-pp pupils
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS	% of pp pupils achieving GDS is raised
C.	Improve learning behaviours of pp pupils – specifically year 6 pupils to aid rapid learning progress	Yr 6 PP pupils make rapid progress in writing and maths
D.	Attendance levels of pp pupils is improved to be in line with national expectations	PP pupils % attendance levels are in line with national expectations

5. Planned expenditure					
Academic year	64,976.60				
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?
A. Improved progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback Targeted deployment of in-class TA support	Pupils eligible for PP are making less progress than other pupils in Key Stage 2. We want to ensure that PP pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and encouragement for these pupils.	Subject leaders to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver training. Peer observation of each other's classes after the course, to embed learning.	Maths and English leads	Jan 2019 1493.40 (1/2 cost of LT for LD/LB at HLTA rate– 1 pm a week))
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Targeted deployment of in-class TA support	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Maths and English lead to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of questioning within the classroom.		1493.40 (1 pm cost of LT for PW at HLTA rate)
Total budgeted cost					£2986.80
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>C. Improved learning behaviours for yr 6 pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>A. Improved % of pp pupils achieving ARE</p>	<p>TIS support for pp pupils</p> <p>1:1 support for targeted pupils</p> <p>In class TA support for yr 6 fulltime</p> <p>Morning TA support all classes</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing.</p> <p>Class teachers to deploy TAs to support pp groups in class – planning to reflect his. TAs to support with questioning and feedback.</p>	<p>Pupil Premium and KS Leads</p>	<p>Half termly</p> <p>546.25 (1/2 cost of TIS TA 1pm a week)</p> <p>9395.50 (Yr6 TA 21.5 hrs)</p> <p>36,052.50 (6 classes 2,75 hrs of am TA targeted support)</p>
<p>A. Improved progress and attainment for ARE pupils</p> <p>B. Improved progress for high attaining pupils</p>	<p>Weekly small group interventions in maths, EGPS and writing for pp pupils with experienced TA, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ activities.</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by maths Lead. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Lead</p> <p>SENDCo/ Class Teacher</p>	<p>Half termly</p> <p>5462.50 (5pms of targeted TA support)</p>
Total budgeted cost					£51,456.75
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?
<p>D. Increased attendance rates</p>	<p>Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure provision and standard school processes work smoothly together.</p>	<p>Pupil Premium Coordinator</p>	<p>Jan 2019</p> <p>746.70 (1/2 cost of PSA TA 1pm a week)</p> <p>%EWO cost</p>
<p>C. Problem learning behaviour in Year 6</p>	<p>Identify a targeted intervention for identified</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students</p>	<p>Ensure identification of target pupils is fair, transparent and properly</p>	<p>Impact Coaches</p>	<p>Jan 2019</p>

addressed	students. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours.	with particular learning needs or behavioural issues can be effective, especially for older pupils.	recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by VL Impact coaches of the Y6 group to identify needs. Use SSCA which has been judged to have a positive impact on pupil learning behaviours for peer observations to develop teachers' own skills as part of the VL CPD across the MAT for developing positive behaviours.		1493.40 (1/2 cost of LT for LD/LB at HLTA rate – 1 pm a week) 546.25 (1/2 cost of TIS TA 1pm a week) 746.70 (1/2 cost of PSA TA 1pm a week)
All barriers to learning	Specifically targeted pp pupils with extreme learning or behaviour difficulties to receive educational therapy from specialist – SF (12 hrs per pupil) Curriculum enrichment	Attainment cannot be improved for some pupils unless they are 'ready to learn'. Some pupils have experienced extreme trauma and need specialist support which is on a current 36 month waiting list. Aspiration development/access to full breadth of curriculum to support progress in all areas	SF provides monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.	Pupil Premium Lead	Half Termly 5,000 2,000
Total budgeted cost					£10,533.05

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Additional Teacher	Teacher employed for 3 days a week to support yr 6 pupils	Mixed: Success criteria: not fully met. Teacher use was not well enough directed initially. Following review specialist practitioner used to support yr6 pupils – impact of this was noted on pp and non-pp pupils. Some improvement in ARE or GDS scores but not all targeted pupils met this.	<ul style="list-style-type: none"> Strategy altered mid-way through the year to increase effectiveness of this strategy. Teacher used changed to maths specialist which increased impact. For pp pupils where progress has not been accelerated, case studies shown significant barriers to learning that have had a negative impact. Leaders will support with targeted groups next year Visible learning training to be completed Sept 2018 – impact coaches to ensure embedded good practice is continued 	£22,530
Visible Learning	Training for all teachers on effective feedback and questioning/ developing pupil learning behaviours	Visible learning has improved pupil learning behaviours and on teacher's use of assessment to effectively identify gaps. Some yr groups with high pp have seen significant improvement this year – eg, yr 5 have improved – this includes pp and non-pp pupils. Attainment of ARE has improved and in most groups GDS has improved.		
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
Interventions 1:1 Small Group interventions	TAs with specifically targeted pupils for areas of weakness	High: observed increased progress amongst participating children compared to peers, as measured using scores from using PIRA and PUMA scores. Success criteria: met.	<ul style="list-style-type: none"> For very limited number pupils where progress has not been accelerated, case studies shown significant barriers to learning that have had a negative impact. Effective use of assessment data has enabled accurate gaps analysis and planned interventions – this was most successful when clearly directed by the teacher. 	£20,174
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

Pastoral Support	PSA Thrive Curriculum Enrichment	High take up of curriculum enrichment opportunities by pp pupils – impact was noted on pupil confidence most especially pp but also non-pp pupils Thrive has had limited impact PSAs have had significant impact on parent engagement and on attendance	<ul style="list-style-type: none"> • PSAs effective in supporting families • Thrive practitioners now TIS trained – will continue support where needed • Specialist therapist support to help specific pupils • Whole class/group Thrive discontinued. All teachers to receive TIS update • Curriculum Enrichment support to continue but review time of year this takes place to gain in year benefits 	£24,353
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Actions for this year – use of a steam-lined approach to targeting support to pp children
 - TA support to focus on effective questioning and feedback – use current good practice to model this across the school
 - TA support targeted to classes with a high % of pp pupils
- See full PPG provision map for 2017-18 on our website <http://www.stcatherinescofe.co.uk/uploadpdf/PupilPremium/Pupil%20Premium%20Provision%20Map%2017%20-%2018.pdf>