**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | St.Richard’s RC Primary School | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £202,650 | **Date of most recent PP Review** | 8.1.19 |
| **Total number of pupils** | 420 | **Number of pupils eligible for PP** | 163 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Attainment 2017/2018** | | |
|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (our school)* |
| **% of pupils reaching the Expected Level + in reading, writing and maths** | 85% | 85% |
| **% of pupils reaching the Expected Level + in reading** | 96% | 88% |
| **% of pupils reaching the Expected Level + in writing** | 85% | 85% |
| **% of pupils reaching the Expected Level + in maths** | 96% | 94% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** | | | | |
|  | | Oral language skills in EYFS | | |
|  | | Social, emotional and communication difficulties | | |
| **C.** | | Limited vocabulary & language understanding, which affects reading and writing progress | | |
| **External barriers** | | | | |
| **D.** | | Home support | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved oral language skills for pupils eligible for the Pupil Premium in EYFS. Progress will be measured against the TalkBoost Progression tool and checklist after completion of a 10 week programme. | | Pupils will make accelerated progress in speech, language and communication |
|  | SEND pupils in receipt of the Pupil Premium make good progress in relation to the targets set on their individualised 1 page profiles. For some pupils these are behaviour (social and emotional) targets. | | Targets met and new targets set after each term |
|  | Improved vocabulary and language understanding will aid reading and writing progress.  Higher rates of progress will be seen across KS1 for higher attaining pupils in receipt of the funding.  The gap between PP and non PP pupils within school will be narrowed in writing at the Greater Depth Level  End of Key Stage results, as well as on-going tracking documents will determine the success | | At the higher level, the gaps between pupils in receipt of the funding and ‘others’ will be narrowed |
|  | More parental engagement will take place so learning can be consolidated at home. | | Attendance at workshops/ homework tasks completed to a good standard |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** |  | | | | | | | |
| 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?** |
| **Pupils enjoy learning and make adequate progress based on their ability and prior attainment** | CPD opportunities to ensure the best possible teaching is provided  Two staff members to attend training on circle time (mental health and well-being) and calmer playtimes/lunchtimes - share with other staff members  Weekly staff Inservice Training  Enrichment workshops  Whole-school learning days  Differentiation in all subjects | | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * understood the importance of ensuring that all day-to-day teaching meets the needs of each learner * made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve | | | CPD programme drawn up  Short reports submitted to the headteacher outlining the courses aims, outcomes and expected impact on teaching/learning  Inset timetable drawn up and distributed – SLT present at all sessions  Observe workshops  Lesson observations to be with a focus on differentiation | **SLT** | **July 2019** |
| **Improved progress for more able pupils in receipt of the Pupil Premium**  KS1   * Reading * Writing   **(2018 KS1 SATs)** | Build on the writing CPD received last year in terms of marking and feedback. Introduce new writing feedback sheets so that pupils can respond to the teacher comments and edit their work to show understanding. This will involve pupils to a greater extent in the writing process.  Work in year group teams to establish ways in which higher attaining pupils can be extended in their learning. Integrate reading and writing opportunities into foundation subjects.  Invest in extra resources, to be used as well as those purchased last year, to aid the progress in EYFS, KS1 and KS2 of more able readers. Organise groups so that higher attaining pupils are targeted.  Full-time, teaching assistant in each class to enable smaller group work to take place. | | **The EEF Teaching and Learning Toolkit states that effective marking/feedback has high impact for low cost**  **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they   * never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils achieving the highest level | | | Hold termly book monitoring sessions to determine the impact of the new feedback sheets  Observe writing lessons across the school  Analyse assessment data in reading and writing termly | **SLT** | **July 2019** |
| **Improved writing attainment at the Greater Depth standard by the end of KS2**  **(KS2 2018 Data)** | Yr 6 teachers to attend CPD course on writing for 2019 SATs’  Engage in internal and external moderation processes  Small-group writing sessions in Year 6 led by experienced teachers  Peer assessment to be promoted  New feedback sheets introduced to make pupils more involved with the writing process  Cross-curricular writing tasks to be carried out  Year group teams to plan collaboratively | | | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * used the best teachers to lead intervention sessions to raise attainment   **EEF Toolkit** states that peer-assisted learning has high impact for low cost. | Book monitoring with a focus on determining the breadth and depth of writing and the impact of the new feedback sheets  Analysing writing tracking grids  Lesson observations | | SLT | July 2019 |
| Pupils with SEND receive appropriate support to ensure they progress in line with targets set on their individualised learning plans | SENDco to liaise with teachers to determine needs within each class.  External agencies to be involved whereby professionals advise on appropriate next steps for individuals | | | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * understood the importance of ensuring that all day-to-day teaching meets the needs of each learner | Monitoring by SENDCO and SLT | |  |  |
| **Total budgeted cost** | | | | | | | | £63,704 |
| 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?** |
| The gap between pupils in receipt of the pupil premium, and those who are not, is narrowed. This gap is more evident at the Greater Depth standard in reading and writing in our school  **KS1 Data 2018** | Small-group literacy sessions to accelerate progress, led by experienced teachers  Differentiated reading sessions for more able readers, with specific resources, tailored to their needs | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * used the best teachers to lead intervention sessions to raise attainment   **EEF – Reading Strategies = low cost and high impact** | | | | Observe groups and analyse progress tracking grids | SLT | July 2019 |
| The progress of pupils with SEND is maximised. | Experienced SEN-trained support staff employed  A speech and language therapist employed to come in weekly to deliver the Speech Bubble/Talkboost programme    Teacher to be involved in the Talkboost screening programme to establish priority for the Speech Bubble Programme/reduce waiting times  External agency involvement including an educational psychologist when required  SENDCo to liaise with teachers and advise on 1 page profiles in which short-term, achievable targets are outlined  Member of the SLT (safeguarding Lead) on duty every lunchtime to ensure key pupils play well and have a positive lunchtime experience | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve * Teachers know how to cater for all ability groups including pupils with individual learning plans | | | | Assess learning progress through classwork and achievements in relation to their one page profile targets. Liaise with the class teacher and support worker. | SENDCo  SLT | July 2019 |
| More able pupils (those who exceeded the expected level at the end of Year 2 –Level 3) to achieve the Greater Depth standard by the end of Year 6 | Experienced teachers to lead small group interventions in addition to the main lessons.  Smaller class sizes with experienced teaching assistants in all 3 classes  All Year 6 teachers to have participated in relevant CPD | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * used the best teachers to lead intervention sessions to raise attainment   **EEF – Reading Strategies = low cost and high impact** | | | | Track progress/liaise with year 6 teachers/book monitoring | SLT | July 2018 |
|  | Maths specialist teachers to support lower attaining Year 6 pupils in maths, as identified from their end-of-year 5 results and ongoing assessment data throughout the year. | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * used the best teachers to lead intervention sessions to raise attainment | | | | Regular assessments and monitoring | SLT | July 2018 |
| **Total budgeted cost** | | | | | | | | £92,962 |
| 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?** |
| All pupils make the desired progress based on their ability and prior attainment. | Highly-trained teaching assistants to support learning in all classrooms, with clear direction on how to help children achieve | **According to Ofsted’s ‘The Pupil Premium’,** where schools spent the Pupil Premium funding successfully to improve achievement, they:   * made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve * understood the importance of ensuring that all day-to-day teaching meets the needs of each learner | | | | Examine planning and the roles assigned to the teaching assistants  Observe lessons and determine the impact of teaching assistants on learning  Liaise with teachers. | SLT | July 2018 |
| Playtimes are positive for pupils | Sports coach employed to set up and organise several games/activities. Lunchtime organisers, teaching assistants and members of the teaching staff to support and ensure playtimes run smoothly | Rationale – pupils will engage in the sporting activities and will enjoy playtimes. Less accidents/poor behaviour should result as pupils will be well-organised and monitored by a large number of adults. | | | | Monitoring of playtimes  Feedback from pupils | SLT | July 2019 |
| Good progress is made in all subjects and pupil confidence is enhanced | Train children to work in partners, to critique each other’s’ work in a meaningful way to bring learning forward | EEF Toolkit states that peer-assisted learning has high impact for low cost | | | | Observations  Feedback from pupils  Evidence of progress in books and results | SLT | July 2019 |
| Pupils enjoy learning | Provide enrichment workshops linked to the curriculum for pupils. Hold whole-school learning days to enhance learning and promote fun and enjoyment for all.  Circle time with a afocus on mental health and well-being activities | Pupils will be motivated and engaged | | | | Observe  Gather feedback from staff and subject leaders/ pupil feedback on workshops and learning days | Class teachers/ Subject leaders/ SLT | July 2019 |
| Home support is improved | Workshops for parents  Parents’ evening held in the Spring term to discuss progress | Pupil learning can be consolidated and enhanced | | | | Feedback from workshops | SLT | July 2018 |
| Progress is maximised by pupils from all ability groups | Reduced class sizes in Year 6 | EEF states that if class size is significantly reduced, gains can be seen. Reduced class size allows for a broader range of teaching strategies to be used and improved feedback to be given. | | | | Book monitoring  Lesson Observations  Discussions with pupils and staff | SLT | July 2018 |
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| **Total budgeted cost** | | | | | | | | £58,704 |

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| **Review of Previous Academic Year** | | **2017-18** | | |
| 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) |  |
| To improve oral language skills in EYFS and KS1 | Early Intervention by a SALT, to identify need and put programmes in place. The Speech Bubble Programme has been used | Pupils have benefitted from this early intervention, and staff are more knowledgeable about next steps for pupils. | This approach will be continued, and further built upon by including some teaching staff in the screening process to help determine priority for the SALT/Speech Bubble programme. Waiting times should be reduced. |
| 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) |  |
| To close attainment gaps between those in receipt of the pupil premium and those who are not (within school) | Year 6 specialist maths teachers led afterschool sessions with more able and less able pupils.  Small group lessons were administered to further raise attainment and close gaps in both year 2 and Year 6 in all subjects. | PP pupils at the end of KS2 achieved very well compared to ‘Others’ nationally. Our results for meeting the Expected Standard + are as follows:  85% RWM compared to 67% Others nationally  96% Reading compared to 77% Others nationally  85% Writing compared to 81% Others nationally  96% Maths compared to 80% Others nationally  In our school disadvantaged pupils outperformed their non-disadvantaged peers in reading, maths and EGPS at the expected standard + and there was very little difference at the greater depth standard. In writing, they performed as well as their non-disadvantaged peers at the expected standard + but there was still a gap at the greater depth standard. This will remain a priority for us next year.  Gaps within the cohort were greatest at the higher levels in both KS1 and KS2 | PP and Non PP pupils benefitted from the extra staff involved, but it is important to explore ways to close gaps at the higher levels in reading and maths in 2017/2018.  Experienced intervention teachers will continue to be used  Year 6 teachers/maths specialists will continue to work with specific groups to raise attainment further, particularly amongst more able pupils in receipt of the Pupil Premium. |
| 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) |  |
| To improve behaviour of some pupils in Year 4 | Withdrawal of pupils at key times for focused work with trained staff. | Progress has been made and pupils are more responsive to class rules/sanctions. Withdrawing pupils at key times has proved valuable to avoid the onset of any poor behaviour.  Pupils not in receipt of the PP have benefitted from less disruptions to learning. | Behaviour in lessons has been improved due to classroom organisation and the withdrawal of pupils for focused work with trained staff.  Playtimes still remain an area for further improvement so will be a priority for next year. |