

## Pupil premium strategy statement 2016/17

1. Summary information					
<b>School</b>	St Alban's Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£74,180	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	330	<b>Number of pupils eligible for PP</b>	48	<b>Date for next PP Strategy Review</b>	Jan 2017

2. Current attainment		
2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving combined expected standard or above in reading, writing &amp; maths (or equivalent)</b>	<b>31</b>	<b>60</b>
<b>Progress scores in reading</b>	<b>-1.36</b>	<b>0</b>
<b>Progress scores in writing</b>	<b>2.16</b>	<b>0</b>
<b>Progress scores in maths</b>	<b>-5.91</b>	<b>0</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Maths reasoning skills for children eligible for PP are generally weaker than the rest of the cohorts. This impacts on attainment and progress throughout KS1 and KS2
<b>B.</b>	Reading comprehension skills and early writing skills for children in KS1 eligible for PP are weaker than the rest of the cohort. This impacts on attainment and progress throughout KS1 and KS2
<b>C.</b>	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and punctuality rates for pupils eligible for PP are 82% (below the target for all children of 96.5%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improve attainment and progress in reading so that it is closer to that of all other children nationally.	Pupils eligible for PP make as much progress as 'other' pupils, across Key Stage 2 in maths and reading. Measured in KS1 and 2 by teacher assessments, PIRA reading tests, White Rose Hub maths tests and successful moderation practices established within school and with our colleagues from local clusters.
<b>B.</b>	Improve attainment and progress in maths so that it is closer to that of all other children nationally.	Pupils eligible for PP make as much progress as 'other' pupils, across Key Stage 2 in maths and reading. Measured in KS1 and 2 by teacher assessments, PIRA reading tests, White Rose Hub maths tests and successful moderation practices established within school and with our colleagues from local clusters.
<b>C.</b>	Track progress of PP children in each cohort- from baseline and from KS1 more rigorously in line with new assessment procedures.	Use of Target Tracker to track progress and attainment throughout EYFS. Use of school devised tracking system across KS1 and KS2 to ensure that any child at risk from not making expected progress is identified in a timely way.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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					
<b>i. Quality of teaching for all</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>
Improve attainment and progress in reading so that it is closer to that of all other children nationally.	High quality CPD led by external consultants for all staff as part of inset days.	KS2 progress was significantly below average and in the lowest 10% in at least one subject for disadvantaged groups. KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for those children who reached the “expected” standard in the EYFS.	Learning walks to monitor the quality of provision during reading sessions will show that children’s comprehension skills are improving.	SLT, ER-D	January 2017
Improve attainment and progress in maths so that it is closer to that of all other children nationally.	High quality CPD led by Maths lead for all staff. Key staff accessing CPD through local maths hub	KS2 progress was significantly below average and in the lowest 10% in maths and reading for the disadvantaged and disadvantaged low and disadvantaged middle prior attaining groups.	Work in children’s books will show that reasoning opportunities are embedded alongside the acquisition of knowledge in the snappy maths sessions	SLT, FM	January 2017
<b>Total budgeted cost</b>					<b>£25,000</b>
<b>ii. Targeted support</b>					

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>Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers and possibly having a negative impact on younger children</p>	<p>“Enhancing Family Success” intervention for identified children.</p> <p>Use support worker from “Newton’s Walk” to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Cognitive approaches to improve child’s capacity to control their own response to situations and develop interpersonal skills.</p>	<p>The Sutton Trust suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils and those starting school.</p> <p><a href="http://www.suttontrust.com/?s=behavior">http://www.suttontrust.com/?s=behavior</a></p>	<p>A clear programme of support has been identified with specific aims and interventions.</p> <p>The early intervention should prevent behavioural problems from becoming entrenched.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>AM, PW</p>	<p>Easter 2017</p>

Improve attainment and progress in reading so that it is closer to that of all other children nationally.	121 and small group provision of specific reading interventions for children EYFS, KS1 and KS2	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult other schools which have used successful programmes to identify any potential barriers to good implementation.	class teachers	Jun 2017
Improve attainment and progress in maths so that it is closer to that of all other children nationally.	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	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' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator.  Teaching assistant (TA) CPD.	Pupil Premium Coordinator	Mar 2017
<b>Total budgeted cost</b>					£35,000
<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>

Increased attendance and punctuality rates for specific groups of children	Attendance at breakfast club  Support with class trips and residential.	Ensure that children have a calm start to the day, arrive on time and have had a good breakfast before they start their lesson.  Ensure that children do not miss out on any extra curriculum opportunities.	Liaise closely with "1 <sup>st</sup> friends"- out of hours providers to ensure that the take up is being maintained.	AM	Easter 2017
<b>Total budgeted cost</b>					£15,000

6. Review of expenditure				
Previous Academic Year				
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
Improve the outcomes for children in maths	Use of teacher time to support a small group of pupils with gaps in understanding mathematical concepts.	As a school, we have identified that there needs to be a far more strategic and evidence based approach to the spending of pupil premium money.  There are pockets of success such as outcomes in phonics in y1 and in writing at the end of KS2. We are conducting a review with the local authority to identify where we can make further improvements in January 2017.		

<p>Improve the outcomes for children experiencing social, emotional or mental health needs.</p>	<p>Continued support for the children whose learning needs link to social, emotional or mental health needs in a nurture group setting.</p>	<p>It is also a key aspect of our School Improvement Plan.</p>	
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve the outcomes in phonics.	Additional support with the Teaching Assistant in intervention groups for phonics, grammar, spelling and reading.	<p>As a school, we have identified that there needs to be a far more strategic and evidence based approach to the spending of pupil premium money.</p> <p>There are pockets of success such as outcomes in phonics in y1 and in writing at the end of KS2. We are conducting a review with the local authority to identify where we can make further improvements in January 2017.</p> <p>It is also a key aspect of our School Improvement Plan.</p>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve the outcomes for children experiencing social and emotional needs.	To purchase spare PE kits for disadvantaged pupils who regularly do not have PE clothes.	<p>As a school, we have identified that there needs to be a far more strategic and evidence based approach to the spending of pupil premium money.</p> <p>We are conducting a review with the local authority to identify where we can make further improvements in January 2017.</p> <p>It is also a key aspect of our School Improvement Plan.</p>		