

Pupil Premium Strategy 2017-18 REVIEW

Summary information					
School	St Brigid's Catholic Primary School				
Academic Year	2017/2018	Total PP budget	£122,760.00	Date of most recent PP Review	Summer 2018
Total number of pupils (as of Sept 2017)	R-Y6=188	Number of pupils eligible for PP	49% (93 pupils)	Date for next review of this strategy	FINAL Review

EYFS - GLD			Y1 PHONICS 2017			KS1 Attainment – Summer 2017								
% achieving EXP standard			% achieving EXP standard			% achieving EXP standard								
							<u>RWM</u>		<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	<u>SCHOOL</u>	<u>National</u>		<u>SCHOOL</u>	<u>National</u>		<u>School</u>	<u>National</u>	<u>School</u>	<u>National</u>	<u>School</u>	<u>National</u>	<u>School</u>	<u>National</u>
R - DA (11)			Y1 - DA (11)	73%		Y2-DA (11)			82%	79%	55%	72%	73%	79%
R - NDA (19)			Y1 - NDA (19)	84%		Y2-NDA (15)			73%	79%	67%	72%	80%	79%
All Pupils (30)			All Pupils (30)	80%	81%	All Pupils (26)	62%	63%	77%	76%	62%	68%	77%	75%

Key Stage 2	Attainment Summer 2017			Progress Summer 2017	
	DA Pupils (19)	NDA Pupils (10)	National NDA	DA Pupils (19)	NDA Pupils (10)
% achieving EXP in RWM	37%	30%	67%		
% achieving EXP in R	47%	30%	77%	-1.87	-1.52
% achieving EXP in W	68%	70%	81%	+1.99	+1.07
% achieving EXP in M	53%	60%	80%	+0.48	+0.77

Barriers to future attainment (for pupils eligible for PP, including high ability)
External barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
Emotional well-being
Limited life experiences
Low aspirations / expectations and low-income households
Parental capacity to support the curriculum
In-school barriers
Increased national expectations - curriculum and assessment content
Communication skills

External barriers (*issues which also require action outside school, such as low attendance rates*)

Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
To continue to improve outcomes for pupils across the school but with particular reference to KS2	Gap between school attainment and attainment nationally (at all key stages but particularly KS2) begins to close in reading and mathematics
To diminish the gap at EYFS for disadvantaged pupils in prime areas of learning	The in-house gap between disadvantaged and non-disadvantaged pupil's attainment begins to close and becomes closer in line with national trends
To ensure that the most able PP pupils are attaining and progressing in line with all other pupils within school and nationally	Pupils eligible for PP to achieve greater depth across EYFS, KS1 & KS2 in reading, writing and maths, where the percentage of PP pupils is comparable or higher than others. Progress for PP pupils within all areas is comparable to others nationally.
Attendance & persistent absence rates for PP pupils begins to diminish	Reduction in the number of absences and persistent absentees amongst pupils eligible for PP and increase the overall attendance percentage of PP pupils across school enabling them better life changes and an increase in their attainment.
To ensure that PP pupils are given additional opportunities to enhance their learning – via behavioural and emotional support, tailored provision and subsidised opportunities to take part in during and out of school activities	Increased participation of PP pupils in during, before and after school and residential activities. PP pupils across school have better life changes and, as a result, increase their attainment.

Planned expenditure					
Academic year		2017 / 2018			
The headings below enable school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. To continue to improve outcomes for pupils across the school					
Desired outcome	Chosen action / approach to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well (how the effect will be measured)?	Staff lead	REVIEW
To develop more efficient assessment tracking to improve outcomes for all PP pupils, but particularly the high attaining PP pupils, in all year groups with a focus on end of Key Stage/ Phase progress and attainment. Cost: £6,300	On line tracking management system ‘Primary Progress’: <ul style="list-style-type: none"> • Licencing • Training 	Schools need to collate pupil data to monitor attainment and progress to track overall achievement. Ofsted feedback March 2017 identified the requirement to <i>‘improve the quality of leadership & management by ensuring that assessment methods are robust, progress is accurately tracked and interventions are focused and effective in raising attainment.’</i>	Through the use of an electronic data information management system, the Headteacher and Assessment Lead are able to track and plan bespoke learning strategies for all of our disadvantaged pupils.	Headteacher Assessment Lead	Primary Progress tracking system fully implemented and understood by all stakeholders – in depth analysis of multiple pupil groups available – continue with funding to support the system in 2018-19

<p>Improve attainment for all groups of learners at each Key Stage through strengthening teaching & learning (mastery approach)</p> <p>Cost: £13,000</p>	<p>Invest in quality training & CPD opportunities – including the bespoke use of Liverpool School Improvement Team; purchase materials & resources to better implement & develop a challenge based curriculum and approach to teaching & learning so that expectations are high for all pupils and challenge is a feature of all lessons for all pupils.</p>	<p>On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/ Ofsted feedback March 2017: assessing pupils' understanding regularly and moving them on to challenging work as soon as they are ready; ensuring that pupils have frequent opportunities to explain their reasoning and apply their skills in solving mathematical problems; developing teachers' subject knowledge in writing and providing more opportunities for pupils to improve their skills in writing and to practise writing at length across the curriculum</p>	<p>Monitoring by subject leads & reporting to Governors Pupil progress meetings Pupil tracking Curriculum monitoring Evaluation of collaborative working partnerships – including the Family Group (St Aidan's, St Albert's, St Brigid's, Mosscroft) CPD - including that provided by Liverpool School Improvement Team</p>	<p>Headteacher Acting Deputy Head Maths & English Subject Leaders</p>	<p>See outcomes Continue LSI support with particular reference to writing and greater depth in all subjects – bespoke support for individual staff members</p>
<p>To ensure early identification and appropriately</p>	<p>Commission additional Educational Psychology</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement Best practice has been identified</p>	<p>Pupil outcomes monitored Education Psychology reports monitored in respect of</p>	<p>SENCo</p>	<p>Staffing review included re-organisation of SEND provision across the school.</p>

<p>targeted support for PP pupils with additional learning needs to ensure assessment, identification, strategies and approaches are employed so as to diminish gaps in attainment & progress</p> <p>Cost: £14,800</p>	<p>assessment sessions on top of those provided by the LA.</p> <p>SEND SPLD support – including The Power of One & Hornet</p>	<p>when Research focused on teaching assistants who provide one to one or small group support, this shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/ Small group tuition -moderate impact for moderate cost= +4 months</p>	<p>successful referrals and diagnostic identification</p>		<p>Further investment required to focus on communication and language rather than concrete resources. Training for staff</p>
<p>To diminish gaps in attainment in reading, writing & maths at the end of KS2</p> <p>Cost: £39,500</p>	<p>Contribution to TA posts</p>	<p>Up-skilled TAs to deliver national, well researched intervention programmes to disadvantaged pupils to accelerate back in line with the age-related expectation:</p> <ul style="list-style-type: none"> ➤ First Class Maths ➤ Numicon ➤ Power of One ➤ Hornet ➤ Project Code X ➤ Reading Plus – targeted Y6 	<p>On entry/ exit data measured and analysed</p>	<p>SENCo Headteacher</p>	<p>Continue to fund posts</p>

<p>Continue to improve outcomes for EYFS pupils & diminish differences</p> <p>Cost: £5,600</p>	<p>Further improve the quality of early years' provision (to include our newly established nursery provision) via use of the environmental rating scales (ECERS) research and findings. Improve the quality of the environmental provision through an initial focus on resourcing.</p>	<p>LA School improvement partnership work and support from Early Years Team (AB / BJ)</p> <p>Outcomes from Baseline ECERS audit – For research outcomes see www.ecersuk.org</p>	<p>High quality leadership from EYFS Lead</p> <p>Regular reporting to Governors Continued self-evaluation and improvement against the original baseline audit</p>	<p>EYFS Lead</p> <p>Headteacher</p> <p>LA EYFS</p> <p>Lead Link</p> <p>Governor</p>	<p>See outcomes for EYFS</p> <p>LA EYFS team report on high quality provision at St Brigid's</p>
<p>To further develop the well-used mobile technologies to prepare pupils for life in modern Britain</p> <p>Cost: £13,560</p>	<p>Purchase additional iPads and other relevant ICT technologies to enhance learning. Ensure specialist whole school training is scheduled to extend teacher and pupil subject knowledge and confidence in the</p>	<p>Supports curriculum development model; provides learning support; extends view of world; support parental participation</p> <p>EEF: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</p> <p>Digital Technology = +4 months impact</p>	<p>Lesson observation outcomes monitor usage</p>	<p>ICT Lead</p> <p>Acting Deputy Headteacher</p>	

	use ICT to support learning				
To increase pupils' participation levels and life opportunities - WINMARLEIGH HALL & Play Therapist Cost: £7,000	Subsidise residential trips & cultural trips; before and after school club opportunities – including extended hours and holiday clubs Access Children's University	Boosts self-esteem; positive attitudes to school; helps pupils understand world; encourages ambition and celebrates learning in its widest sense	Participation levels monitored	Learning Mentor Children's Unit Lead Headteacher	Wider opportunities are crucial for our pupils. Pupil and Parent Voice show that children benefit greatly from the experience – continue to fund
To continue to improve attendance rates; reducing PA for targeted group To provide pastoral support to promote well-	Retention of Learning Mentor post within school restructuring (Spring Term 2017) Role clearly incorporates: * Attendance Lead * Deputy DSO	Well documented research on the links between: Attendance and learning outcomes: * www.gov.uk research report: The link between absence & attendance Feb 2015 *In – school data patterns and impact from intervention Wellbeing and readiness to learn: (Public Health England/ The nurture group network	Attendance Data Vulnerable pupil data/ additional agency statistics & outcomes HT monitoring Reporting to Governors	Headteacher Learning Mentor	Focus on attendance will remain for 18-19. Pastoral support, given the nature of some of the emotional and social issues our pupils face, will continue to

<p>being; support behaviours and further develop parental partnerships</p> <p>Cost: £23,000</p>	<p>* Pastoral child & family support</p>	<p><i>* Pupils with better health and wellbeing are likely to achieve better academically</i></p> <p><i>*Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement</i></p> <p><i>*the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</i> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing</p> <p><i>*In school pupil voice & wellbeing questionnaires</i></p> <p>Pupil wellbeing; managing pupil vulnerability; diminishing barriers to learning from social circumstances</p> <p>EEF toolkit: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</p> <p>Social & emotional learning -moderate impact for moderate cost= +4 months</p>			<p>require support – see CPOMs report for additional evidence</p>
					<p>Total Cost</p> <p>£122,760</p>

