

## Pupil Premium Strategy Statement

Summary information					
<b>School</b>	St Brigid's Catholic Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£113,520.00	<b>Date of most recent PP Review</b>	Summer 2018
<b>Total number of pupils</b> (as of Sept 2018)	R-Y6=193	<b>Number of pupils eligible for PP</b>	45% (86 pupils)	<b>Date for next review of this strategy</b>	Spring 2019

EYFS - GLD			Y1 PHONICS 2018			KS1 Attainment – Summer 2018								
% achieving EXP standard			% achieving EXP standard			% achieving EXP standard								
							<b>RWM</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>SCHOOL</b>	<b>National</b>		<b>SCHOOL</b>	<b>National</b>		<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>R - DA</b> (9)	66.7%	██████	<b>Y1 - DA</b> (9)	88.9%	██████	<b>Y2-DA</b> (10)	50%	██████	50%	██████	50%	██████	60%	██████
<b>R - NDA</b> (20)	65%	74.2%	<b>Y1 - NDA</b> (19)	89.5%	85%	<b>Y2-NDA</b> (19)	67.9%	69.3%	73.7%	78.9%	57.9%	73.8%	68.4%	79.6%
<b>All Pupils</b> (29)	65.5%	71.5%	<b>All Pupils</b> (28)	89%	83%	<b>All Pupils</b> (29)	55.2%	65.3%	65.5%	75.4%	55.2%	69.9%	65.5%	76.1%

Key Stage 2	Attainment Summer 2018			Progress Summer 2018		
	DA Pupils (13)	NDA Pupils (9)	National NDA	DA Pupils (13)	NDA Pupils (9)	National NDA
% achieving EXP in RWM	61.5%	77.8%	64.4%			
% achieving EXP in R	69.2%	88.9%	80.1%	+3.5	+3.3	+0.31
% achieving EXP in W	61.5%	77.8%	83%	-1.6	-0.5	+0.24
% achieving EXP in M	84.6%	88.9%	80.7%	+5.8	+4.9	+0.31

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>In-school barriers</b> <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
Increased national expectations - curriculum and assessment content

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

**Desired outcomes**

<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
To continue to improve outcomes for pupils across the school	Gap between school attainment and attainment nationally (at all key stages but particularly KS2) continues to close in reading and writing.
To diminish the gap at EYFS for disadvantaged pupils in prime areas of learning	The gap between school disadvantaged and non-disadvantaged pupil's attainment nationally begins to close.
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	2018/19				
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	When will you review implementation?
To embed a 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: <b>£3,300</b>	On line tracking management system 'Primary Progress': <ul style="list-style-type: none"> <li>Licencing</li> <li>Training</li> </ul>	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 &amp; 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	April 2019
Improve attainment for all groups of learners at each Key Stage through strengthening teaching & learning (mastery approach)  Cost: <b>£11,000</b>	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	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 EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/</a> 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	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	Headteacher  Senior Assistant Head  Maths & English Subject Leaders	October 2018  January 2019 March 2019 May 2019 July 2019

	pupils.	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			
To ensure early identification and appropriately 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  Cost: <b>£10,800</b>	Commission additional Educational Psychology assessment sessions on top of those provided by the LA.  SEND SPLD support – including The Power of One & Hornet	Evidence suggests that TAs can have a positive impact on academic achievement Best practice has been identified 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. EEF toolkit: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a> Small group tuition -moderate impact for moderate cost= +4 months	Pupil outcomes monitored Education Psychology reports monitored in respect of successful referrals and diagnostic identification	SENCOs	October 2018  February 2019  May 2019  July 2019
To diminish gaps in attainment in reading, writing & maths at the end of KS1  Cost: <b>£39,500</b>	Contribution to TA posts	Up-skilled TAs to deliver national, well researched intervention programmes to disadvantaged pupils to accelerate back in line with the age-related expectation: <ul style="list-style-type: none"> <li>➤ First Class Maths</li> <li>➤ Numicon</li> <li>➤ Power of One</li> <li>➤ Hornet</li> <li>➤ Project Code X</li> <li>➤ Reading Plus – targeted Y6</li> </ul>	On entry/ exit data measured and analysed	SENCOs Headteacher	October 2018  December 2018  March 2019

<p>Continue to improve outcomes for EYFS pupils &amp; diminish differences</p> <p>Cost: <b>£3,600</b></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 <a href="http://www.ecersuk.org">www.ecersuk.org</a></p>	<p>High quality leadership from EYFS Lead</p> <p>Regular reporting to Governors</p> <p>Continued self-evaluation and improvement against the original baseline audit</p>	<p>EYFS Lead</p> <p>Headteacher LA</p> <p>EYFS Lead Link</p> <p>Governor</p>	<p>March 2019</p>
<p>To further develop the well-used mobile technologies to prepare pupils for life in modern Britain</p> <p>Cost: <b>£11,000</b></p>	<p>Purchase additional iPads and other relevant ICT technologies to enhance learning.</p> <p>Ensure specialist whole school training is scheduled to extend teacher and pupil subject knowledge and confidence in the use ICT to support learning</p>	<p>Supports curriculum development model; provides learning support; extends view of world; support parental participation</p> <p>EEF: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a></p> <p>Digital Technology = +4 months impact</p>	<p>Lesson observation outcomes</p> <p>monitor usage</p>	<p>ICT Lead</p> <p>Senior Assistant Headteacher</p>	<p>December 2018</p> <p>March 2019</p> <p>June 2019</p>
<p>Continue to improve foundation curriculum opportunities across all Key Stages</p> <p>Cost: <b>£4,350</b></p>	<p>Further improve the quality of curriculum provision through development of bespoke planning and rigorous analysis of provision.</p>	<p>Liverpool School Improvement partnership work and planning support</p>	<p>High quality leadership from middle leaders</p> <p>Regular reporting to Governors</p> <p>Continued self-evaluation and improvement against audit</p>	<p>Headteacher</p> <p>LA</p> <p>Middle Leaders</p>	<p>July 2019</p>
<p>To increase pupils' participation levels and life opportunities - Robinwood &amp; Play Therapist</p> <p>Cost: <b>£7,000</b></p>	<p>Subsidise residential trips &amp; cultural trips; before and afterschool club opportunities – including extended hours and holiday clubs</p> <p>Access Children's University</p>	<p>Boosts self-esteem; positive attitudes to school; helps pupils understand world; encourages ambition and celebrates learning in its widest sense</p>	<p>Participation levels monitored</p>	<p>Learning Mentor</p> <p>Children's Uni Lead</p> <p>Headteacher</p>	<p>March 2019</p> <p>June 2019</p>

<p>To continue to improve attendance rates; reducing PA for targeted group</p> <p>To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships</p> <p>Cost: <b>£23,000</b></p>	<p>Retention of Learning Mentor post within school restructuring (Spring Term 2017)</p> <p>Role clearly incorporates:  * Attendance Lead  * Deputy DSO  * Pastoral child &amp; family support</p>	<p>Well documented research on the links between:  <b>Attendance and learning outcomes:</b>  *<a href="http://www.gov.uk">www.gov.uk</a> research report: The link between absence &amp; attendance Feb 2015  *In – school data patterns and impact from intervention</p> <p><b>Wellbeing and readiness to learn:</b>  (Public Health England/ The nurture group network  <i>* Pupils with better health and wellbeing are likely to achieve better academically</i>  <i>*Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement</i>  <i>*the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</i> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing</a>  <i>*In school pupil voice &amp; wellbeing questionnaires</i>  Pupil wellbeing; managing pupil vulnerability; diminishing barriers to learning from social circumstances</p> <p>EEF toolkit:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a>  Social &amp; emotional learning -moderate impact for moderate cost= +4 months</p>	<p>Attendance Data  Vulnerable pupil data/ additional agency statistics &amp; outcomes  HT monitoring  Reporting to Governors</p>	<p>Headteacher   Learning Mentor</p>	<p>October 2018   December 2018   February 2019   April 2019   June 2019</p>
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**Total Cost**

**£113,550**

