



## St Columba's Catholic Primary School

### Pupil Premium Strategy Statement

#### Pupil premium funding:

Academic Year	Allocation	Total Number of Pupils	Number of Pupils Eligible for PP	Disadvantaged pupils as % of school roll
2016-2017	£165,000	189 ( +39 Nurs)	115	61%
2017-2018	£154000	194 (+15 Nurs)	116	60%

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
N.O.R.	19	30	30	30	29	30	25	21
Disadvantaged	6	18	13	19	15	15	15	15
% of disadvantaged in year	32%	60%	43%	63%	52%	50%	60%	71%

- 2016 RAISEonline 65.8% of pupils are eligible for FSM (National 25.2%) placing St Columba's in the 5<sup>th</sup> quintile
- School deprivation factor 0.52 (National 0.21) placing St Columba's in the 5<sup>th</sup> quintile

**1. Current Attainment**

End of Key Stage 2 2017	St Columba's				School disadvantaged GAP compared to national other
	School all pupils	School other 7 pupils (14.29%)	School Disadvantaged 21 pupils (4.76%)	National other	
% at ARE or above in RWM	60.7%	85.7%	52.4%	67.1%	-14.7% (3 pupils)
% Achieving Expected Standard Reading	75%	100%	66.7%	76.8%	-10.1% (2 pupils)
% Achieving Expected Standard Writing	67.9%	85.7%	61.9%	81%	-19.1% (4 pupils)
% Achieving Expected Standard Grammar, Punctuation and Spelling	75%	100%	66.7%	81.5%	-14.8% (3 pupils)
% Achieving Expected Standard Maths	64.3%	85.7%	57.1%	79.9%	- 22.8% (5 pupils)
Overall Progress Score Reading	5.1	7.5	3.6	0.3	+3.3
Overall Progress Score Writing	1.6	3.8	0.8	0.1	+0.7
Overall Progress Score Maths	2.1	3.5	1.1	0.2	+0.9

**2. Barriers to future attainment for pupils eligible for PP**

**In school barriers**

<b>A</b>	<b>KS2 Maths: there is a significant gap (22.8% equating to 5 pupils) in the attainment of school disadvantaged children achieving the expected standard (57.1%) compared to National other (79.9%).</b>
<b>B</b>	<b>KS2 writing: there is a significant gap (19.1% equating to 4 pupils) in the attainment of school disadvantaged children achieving the expected standard (- 61.9%) compared to National other (81%).</b>
<b>C</b>	<b>KS2 writing Greater Depth of study: no disadvantaged child achieved this higher standard.</b>
<b>D</b>	<b>KS1 Reading, Writing and Maths: There is a significant gap (21.3% equating to just under 3 pupils) in the number of school disadvantaged children achieving the expected standard (46.2%) compared to national other (67.5%).</b>
<b>E</b>	<b>EYFS Good Level of Development: There is a significant gap (figures as per above) in the number of FSM children achieving the expected standard (36%) compared to school Non-FSM (72%)</b>
<b>F</b>	<b>EYFS PSED and CLLD: There is a significant gap (figures as above) in the number of school FSM children achieving the expected standard compared to school Non-FSM in PSED ( FSM 45.5%, Non FSM 88.9%),CLL (FSM 36.4%, Non FSM 88.9%)</b>

**External barriers**

<b>G</b>	<b>Persistent absence: In 2015/2016 there was a high rate of PA in school FSM children (20.9%) compared to national non-FSM (6.2%) Absence: There was a gap (2.1%) between school FSM (5.5%) compared to national other (3.4%)</b>
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**3. Desired Outcomes**

<b>In school barriers</b>	<b><u>Desired Outcomes</u></b>	<b><u>Success Criteria</u></b>
<b>A</b>	<b>At the end of KS2 attainment in Maths will rise for disadvantaged pupils so that more children are achieving the national standard. ( SDP Key priority 2)</b>	<b>The gap between the number of disadvantaged children achieving the expected standard in Maths compared to the national average will diminish to 10%.</b>
<b>B</b>	<b>At the end of key stage 2, the number of disadvantaged children achieving the expected standard in Reading/Writing/Maths combined will be closer to the national average( SDP Key priority 1 and 2)</b>	<b>The gap between the number of disadvantaged children achieving the expected standard in Reading/Writing/Maths combined as compared to the national average will diminish to 10%</b>
<b>C</b>	<b>Key Stage 2: Writing Disadvantaged children at the end of Key Stage 2 will achieve GDS Increase the number of disadvantaged children at the end of KS2 achieving the greater depth standard ( SDP Key priority 3)</b>	<b>Accelerated progress for disadvantaged children in Writing will mean that the number of children achieving GDS in Writing will increase to 5%</b>
<b>D</b>	<b>In Key stage 1, the number of disadvantaged children achieving the expected standard in Reading/Writing/ Maths combined will be closer to the national average. ( SDP Key priority 1 and 2)</b>	<b>The gap between school's disadvantaged KS1 children in Reading/Writing/maths combined will close by 5%</b>

<b>E</b>	<b>In EYFS, the number of FSM children achieving a Good Level of Development will be closer to the national average.</b>	<b>The gap between school's FSM EYFS children achieving a Good level of Development will diminish and be closer to National.</b>
<b>F</b>	<b>In EYFS, the gap between the number of FSM children achieving the expected in PSED and CLLD as compared with others, will diminish.</b>	<b>Pupils eligible for Pupil Premium in Early Years will make accelerated progress so that the number of pupils achieving ARE in PSED and CLLD is closer in line with other children in the school and national Non-FSM.</b>
<b>G</b>	<b>Increase the overall attendance, while decreasing the persistent absence of FSM pupils</b>	<b>Attendance of FSM pupils to be over 95% , Decrease the number of FSM children who are persistently absent by 10%</b>

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<b>1. Planned expenditure</b>			
<b>Academic year</b>	<b>2017-18</b>		
<b>Area of Spend</b>	<b>Addressing Barrier</b>	<b>Total allocation</b>	<b>% of allocation</b>
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1 & E.Y.F.S.	D/E/F	£20,000	13%
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2	A/B/C	£32,000	21%
Funding for Parent Mentor	F/G	£23,000	15%
Contribution to Learning mentor funding. Social support for children.	F/G	£24,000	14%
Funding for school trips and residential visits.	B/C/D/F/G	£10,000	6%
Enhancement of EYFS outdoors provision.	E/F	£9,000	6%
Contribution to the Music and Performing Arts	C/D/E/F	£5,000	3%
Teacher intervention.	A/B/C/D	£19,000	12%
Contribution towards the cost of Singapore Maths 'Maths No Problem' for Yr. 1 to Yr. 6	A/D	£8,000	5%
Attendance initiatives	G	£3,000	2%
Breakfast Club	A-G	£1000	0.6%

After considering evidence from The Education Endowment Foundation (EEF) the DfE's Supporting the Attainment of Disadvantaged Pupils, Ofsted's The Pupil Premium: an Update and effective practice from local schools, expenditure has been planned to address the following:

**a) Quality of Teaching for All**

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to E	Whole School Implementation of Singapore Maths approach	Maths Mastery +2	CPD for all staff Track progress of pupils Termly review of individual progress for targeted pupils Performance Management target for CTs new to scheme.	R Ventre ( Maths Champion) M Evans ( HT)	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings
A to E	Retain Teaching Assistants	Effective Feedback (ST+8) Phonics (ST+4) Small Group Tuition (ST+4)	Identify targeted pupils CPD for TAs Regular meetings between TA and class teacher Track progress of pupils TA Performance management Termly review of individual progress for targeted pupils (Performance Management Target	V Oprey ( SENCO-Lead for TA interventions) M Evans (HT)	Pupil progress will be monitored at termly pupil progress meetings and the HT or PP Lead will produce a report for the Governors standards committee  Termly meetings with HT and PP Governor to ensure outcomes for PP children.

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A to E	Additional Teacher Intervention	Effective Feedback (ST+8) Mastery Learning (ST+5) Small Group Tuition (ST+4)	for Senior Staff) Termly review of individual progress for targeted pupils (Performance Management Target for all teachers)	R Ventre ( Maths Champion) M Evans	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings
<b>Total budgeted cost</b>					<b>£42,000</b>

**b) Targeted Support**

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to F	Additional Teaching Staff	Effective Feedback (ST+8) Mastery Learning (ST+5)	Termly review of individual progress for targeted pupils (Performance Management Target for all. Regular book scrutiny. Pupil interviews.	M Evans	At termly pupil progress meetings, termly governors' meetings and Performance Management review meetings
G	Learning Mentor	Improved well-being and mental health, attendance, punctuality and achievement (ST+6) Behaviour intervention (ST+4)	Learning mentor to report to head teacher if any pupils from target group are in danger of missing targets set.	Learning Mentor (Head Teacher to review each term)	At termly attendance meetings and governors' meetings
A to G	Parent Mentor	Parental Involvement (ST+3)	Termly reports to HT/SENCO	M Evans	Termly Governor meeting
<b>Total budgeted cost</b>					<b>£84,000</b>



a) Other approaches

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Educational and residential Visits</b>	<b>Outdoor Adventure Learning (ST+3)</b>	<b>Review of numbers of pupils supported by this initiative, their termly attendance and academic progress</b>	<b>M Evans</b>	<b>Termly at governor meetings</b>
<b>A to G</b>	<b>The Great Learners Project</b>	<b>Oral Language Interventions (ST+5) (Nuffield Foundation Research Findings Maths +3, Reading +4, Writing +2)</b>	<b>Pupil interviews Analysis of behaviour for learning.</b>	<b>Mrs J Dunne</b>	<b>At termly pupil progress meetings and Performance Management review meetings</b>
<b>A to G</b>	<b>Additional Playground resources</b>	<b>Maintain high standards of behaviour and well-being (ST +2)</b>	<b>Pupil interviews Analysis of behaviour for learning.</b>	<b>M Evans</b>	<b>Termly at governor meetings</b>
<b>Total budgeted cost</b>					<b>£28,000</b>

**Review of Expenditure from Previous Academic Year 2016-2017**

**a) Quality of Teaching for All**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Improved Achievement</b>	<b>Additional Teaching Intervention</b>	<p><b>At the end of Key Stage 2:</b>  <b>Attainment in all 3 areas has improved on 2016;</b>  <b>Reading +42%; Maths +31%; Writing 24%;</b>  <b>Combined 38%</b></p> <ul style="list-style-type: none"> <li>• The attainment of pupils in Reading/Writing and Maths combined is now at national average, and has increased by 38%</li> <li>• The attainment of pupils in Reading is above national in terms of expected+, the higher level, progress scores and average scale score.</li> <li>• The average scale score in Maths is equal to national average and the progress score is at national average.</li> <li>• In KS2 the overall progress scores in all areas are above the expected level: Reading 5.1, Writing 1.6 and Maths 2.1.</li> </ul>	Year 6 staff are now established, plus there is a smaller cohort; therefore will not need such a large spend on teaching intervention this year.	<b>£22000</b>
<b>Improved Achievement</b>	<b>Retain Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• See impact above (Key Stage 2)</li> <li>• <u>At the end of key stage 1</u> The number of children achieving the higher level has increased. Reading +12%, Writing +7%, Maths +12%</li> <li>• At the end of Year 2 100% of children have</li> </ul>	This approach will continue with a greater emphasis on 'Find and Fix'.	<b>£20,000</b>

		passed the Phonics Checking test.	There will also be 1.5 identified intervention TAs	
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**b) Targeted Support**

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned	Cost
Improved achievement	Additional Teaching Staff	<p>At the end of Key Stage 2:                      Attainment in all 3 areas has improved on 2016;                      Reading +42%; Maths +31%; Writing 24%;                      Combined 38%</p> <ul style="list-style-type: none"> <li>• The attainment of pupils in Reading/Writing and Maths combined is now at national average, and has increased by 38%</li> <li>• The attainment of pupils in Reading is above national in terms of expected+, the higher level, progress scores and average scale score.</li> <li>• The average scale score in Maths is equal to national average and the progress score is at national average.</li> <li>• In KS2 the overall progress scores in all areas are above the expected level: Reading 5.1, Writing 1.6 and Maths 2.1.</li> </ul>	Additional support for Year 6 teacher no longer required in such depth.	£20,000
Improved achievement	SEN SLA	In the Phonics Screening Check, 100% of the children in the Year 2 cohort have passed the check.	This will no longer be	£4,500

		In KS2 the overall progress scores in all areas are above the expected level: Reading 5.1, Writing 1.6 and Maths 2.1.	allocated to pupil premium fund.	
Improved achievement , behaviour, attendance and punctuality	Learning Mentor/Parent Mentor	Overall attendance figure increased from 94.4% to 95.7%. The number of FSM children persistently absent decreased from 20% to 11% ( not validated)	Greater focus from Mentors to ensure that disadvantaged pupils' attendance improves to close the gap with other pupils.	£37,000
Improved attendance and punctuality	Inclusion SLA	Overall attendance figure increased from 94.4% to 95.7%. The number of FSM children persistently absent decreased from 20% to 11% (not validated).	This will no longer be allocated to pupil premium fund.	£3,000
Improved achievement , behaviour.	Educational Psychologist	See impact measures above	This will no longer be allocated to pupil premium fund.	£5,000

**c) Other Approaches**

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<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Improved achievement and well-being</b>	<b>Educational Visits</b>	<b>Despite it being difficult to measure the academic impact of such opportunities, there is evidence from the Sutton Trust and anecdotal evidence in school that these opportunities are good for all pupils. The provision of this money ensures that all pupils can access these opportunities. The experiences offered also have a positive impact on Writing; the % increase was 21.9%</b>	<b>To continue to ensure that all visits have a learning purpose.</b>	<b>£10,000</b>
<b>Improved achievement and well-being</b>	<b>Breakfast Club</b>	<b>See impact measures above</b>	<b>To continue to target vulnerable children, ensuring usage for PP children.</b>	<b>£6,000</b>

**Key Stage 2 attainment:**

- Overall progress scores in all areas are above the expected level: Reading 5.1, Writing 1.6 and Maths 2.1.
- The attainment of pupils in Reading/Writing and Maths combined is now at national average, and has increased by 38%
- The attainment of pupils in Reading is above national in terms of expected+, the higher level, progress scores and average scale score.
- The average scale score in Maths is equal to national average and the progress score is at national average.

**Key stage 1 attainment:**

- The number of children achieving the higher level in Reading has increased by 12%
- The number of children achieving the higher level in Maths has increased by 12%
- The number of children achieving the higher level in Writing has increased by 7%
- 100% of children in the current Year 2 cohort have passed the Phonic Screening Test.