

Evaluated Pupil Premium 2017-2018

1. Summary Information					
School	St Monica's Catholic Primary School				
Academic Year	2017-2018	Total PP Budget	£72,600	Date of most recent PP Review	September 2017
Financial Year	April 2017-2018				
Total number of pupils	432	Number of pupils eligible for PP (April 2017)	55	Date for next internal review	January 2018

1. Outcomes for Year 6 – July 2018 (Data taken from ASP/ HfL)		
	<i>Pupils eligible for PP (17) National Benchmark</i>	<i>Pupils not eligible for PP (42)</i>
% achieving expected and above in reading	95% 80%	83%
% achieving expected and above in writing	88% 83%	90%
% achieving expected and above in Maths	75% 81%	91%
% achieving expected and above in GPS	94%	90%
2. Barriers to future attainment (for pupils eligible for PP)		
In School barriers (<i>issues to be addressed in school</i>)		
A.	Speech and Language development (including EAL)	
B.	Application of Maths Skills through reasoning and problem solving.	
C	Enjoyment of Reading and Writing.	

D.	Fine Motor/ Gross Motor Skills	
External Barriers		
E.	Attendance and Early Help	
Desired Outcomes		Success Criteria
1.	Pupil Premium children starting school achieve as well as others	Pupils eligible for PP starting in Reception make rapid progress and achieve GLD.
2.	Pupil Premium leave St Monica's with age appropriate English and Maths skills so that they can succeed at secondary school	The gap between the achievement of Pupil Premium children and non-pupil premium is narrowing at Key Stage Two. The percentage of Pupil Premium children achieving the expected standard or above is increasing across the school.
3.	Pupil Premium Children's learning will not be affected by low attendance and families will be offered Early Help.	Each Pupil Premium child's attendance to be above 90%. Family needs identified and support in school or externally to ensure children are able to focus on their learning.

3. Planned Expenditure					
Academic Year					
<i>The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
i. 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	Staff lead	Review Date

			well?		
1. Development of Quality First Teaching across the school, focusing on the individual needs of pupils.	<p>SENCO to lead training following the identification of individual needs.</p> <p>Pupil Premium children identified on planning.</p>	<p>Pupil's needs should be met where possible in the classroom.</p> <p>Effective inclusion for all pupils.</p> <p>Developing teaching styles to facilitate all learning styles.</p> <p>Pupil Premium children's work marked and assessed first.</p>	<p>Lesson Observations</p> <p>Book Scrutinies</p> <p>Pupil Progress Meetings</p>	<p>SENCO</p> <p>SLT</p>	Termly
2. Develop reading and encourage all children to enjoy reading	<p>Revamp the home reading books so children have a wider selection to choose from.</p> <p>Purchase new dictionaries and thesauruses to develop children's understanding of</p>	<p>Ensure that all children have access to books which are suitable for their interests as all research shows that attitudes to reading need to be developed in order for long-lasting impact on reading attainment to be established.</p>	<p>Literacy Lead and HLTA to introduce new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading Challenge, Reading Breakfast Club etc...</p>	<p>Literacy Lead</p> <p>SLT</p>	

	vocabulary and their vocabulary choices.		Literacy lead to develop classroom practice through lesson planning and resources.		
3. Children are able to use basic Maths skills to reason and problem solve.	<p>New scheme of work introduced across the school</p> <p>Training led by Consultant on new calculation policy and how it can be used to develop reasoning and problem solving skills</p> <p>Training led by consultant on the importance of modelling and building Success Criteria to develop skills.</p> <p>New Termly tests</p>	Prior monitoring (lesson observations, book scrutinies etc...) highlighted that there was an uneven weighting between the three aims of the National Curriculum. The focus has been on fluency rather than developing reasoning and problem solving skills.	<p>Lesson Observations</p> <p>Learning walks</p> <p>Book Scrutinies</p> <p>Pupil Progress Meetings</p>	<p>Maths lead</p> <p>Maths Consultant</p> <p>SLT</p>	Termly

	across the school linked to the scheme of work.				
Total budgeted costs to cover:					
<ul style="list-style-type: none"> • Maths Consultant to deliver training and support teaching and monitoring • SENCO to lead teacher training • Maths resources to supplement new scheme of work • HLTA for library and reading • New books for reading and Reading Cloud 				<p>£7000</p> <p>£6950</p> <p>£1542</p> <p>£7302</p> <p>£4737 + £400</p>	
				Total: 27,931	
<u>Evaluation of Impact</u>					
<ol style="list-style-type: none"> 1. Pupil Premium children are identified on planning and adaptations are made where necessary. This is evident in lesson observations and planning scrutiny. Teachers and Teaching Assistants are able to confidently identify Pupil Premium children within their Year Groups. The school SENCO led training for all staff throughout the year which included the development of Quality First Teaching, creating support plans and using a pathway to identify learning needs. 2. A new book scheme has been successfully introduced across the school and all children are assessed regularly to ensure they are accessing the correct level. Pupil Premium children are targeted by teachers and teaching assistants to ensure they are accessing the reading resources regularly and close records are kept. These records will continue through 2018-2019 and will be closely analysed. RIC (Retrieve, Interpret, Choice) has been introduced across the school to develop reading skills and Pupil Premium children are targeted through detailed planning. 3. New Maths Scheme has been introduced across the school to support consistency in Maths planning and calculation progression. Maths consultant led training to all staff and supported teachers through team teaching, model lessons and supporting planning. All three aims of the maths curriculum highlighted to 					

ensure equal weighting through teaching. Pupil Premium children highlighted on planning and tasks adapted to suit individual needs. New termly assessment tests to be introduced 2018-2019 linked to the planning scheme. New resources were purchased to support implementing the new scheme and will be developed as teachers develop their planning in 2018-2019.

ii. 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	Review Date
1. HLTA and TA to provide support for Speech and Language	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development has been identified as below average on entry to St Monica's.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	Planned Review points (six-twelve weekly cycle)
2. TA to run the Rainbow Road intervention across the school	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development and fine and gross motor skills have been identified as below average in Early Years and KS1.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	Planned Review points (six-twelve weekly cycle)
3. HLTA to support the assessment and lead intervention	Individual needs identified and support provided as necessary focussing on	Provide support programme for children joining the school with little or no English to ensure they can access basic teaching.	Provision Mapping Tool used to identify needs and assess impact.	SENCO EAL Leaders	Planned Review points (six-twelve weekly

for EAL Pupils	children who are new to English.	Support teachers and teaching assistants in planning and resourcing lessons for all EAL pupils.	Regular meetings with EAL leads to assess progress of EAL pupils.	SLT	cycle)
4. Literacy and Numeracy specialist teachers and HLTA's to support development of basic skills	Identification of children who need support particularly in Upper KS2 to achieve Age Related Expectations particularly in Writing.	Ensure that all children leave St Monica's with age appropriate skills in Literacy and Numeracy.	Identify children who have gaps in their learning and provide targeted support using Specialist Teachers and Higher Level Teaching Assistants. Dyslexia specialist teacher used to close gaps for identified children.	Key Stage Leaders Subject Leaders SLT Class teachers	Planned Review points (six-twelve weekly cycle)
5. Beanstalk Reading Programme for identified children	Join Beanstalk and pay for 6 children to take part in a Specific reading intervention carried out by a charity.	To enhance the enjoyment of reading for identified children. To build confidence, fluency and comprehension in reading	Children identified based on assessment data. Termly assessment monitoring Feedback from	Literacy lead PP lead Class teachers	Termly

			children		
Total budgeted costs to cover:					
	<ul style="list-style-type: none"> • Rainbow Road • TA costs • HLTA costs • Specialist teachers • Beanstalk 			<p>£500</p> <p>£8803</p> <p>£18,360</p> <p>£6000</p> <p>£1280</p> <p>Total: £34,943</p>	
Evaluation					
<ol style="list-style-type: none"> 1. HLTA involved in Early Years to provide support with Speech and Language. Staff were trained on using the Communication Progression Tool to assess children who had been identified as having specific needs and individual support plans were created. Outside agencies were then involved and suggested strategies were implemented. 73% achieved a Good Level of Development which had increased from 60% in July 2017. 2. Rainbow Road was implemented and delivered by a TA across Early Years and KS1 with children making an average outcome of above average progress. 3. An EAL support Pathway has been created by SENCO to identify pupils with EAL needs, target areas for development and create support plans were necessary. HLTA completes initial assessments and provides reports to class teacher for necessary support. EAL leads carry out termly progress meetings where Pupil Premium children with EAL needs are discussed. 4. Pupil Premium children prioritised for support from specialist teachers and HLTAs within upper KS2. A consultant was used to develop writing within Year 6 and results increased by 4% from July 2017. 5. Beanstalk was introduced to 6 children, children thoroughly enjoy the sessions and all made progress from their starting point. This provision will continue for Pupil Premium children in 2018-2019. 					
iii. 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	Review Date
1. HLTA to train as a Learning Mentor to provide Early Help for children and families.	Identification of children and families who would benefit from pastoral support e.g. Rainbows, Protective Behaviours, Drawing and Talking etc...	Children working with outside agencies such as CFP being identified as needing specific programmes such as 'Protective Behaviours' will be supported in school with a familiar adult rather than joining an external waiting list.	<p>Provision Mapping Tool used to track intervention progress.</p> <p>Individual needs assessed as part of the six-weekly review.</p> <p>Emotional Literacy assessments will be used to monitor progress.</p> <p>Half-termly meetings to discuss the needs of the children and the impact of the support.</p> <p>Referral forms completed by teachers, pupils and parents and evaluation forms</p>	<p>SENCO</p> <p>DSL</p> <p>SLT</p> <p>Teachers</p>	Half-termly

			completed at the end of a support period.		
Breakfast Club for children who need a 'settled' start to the school day.	Breakfast club run by Learning Mentor and TA to provide breakfast and a 'calm' session prior to entering the classroom.	Children identified as having little or no breakfast and starting the school day unsettled.	Children identified based on individual/family need. Termly reviews of the children and the impact on their day at school.	Learning Mentor SENCO DSL SLT	Termly
Financial support for before school, after school clubs, school trips, uniform and transport.	To ensure all pupils have the opportunity to take part in extra-curricular activities and have the correct uniform.	Provide opportunities to children without families worrying about the financial costs.	Excel spreadsheet kept up to date of financial support provided for individual children. Pupil Interviews completed in Spring Term to assess individual need	PP Lead Office Staff SLT	Half-termly
Homework Packs for children eligible for FSM	Provide children with a homework pack as they are identified as being eligible for FSM	To ensure children have access to the equipment they need to complete home learning.	Half-termly monitoring of the eligible for FSM list. Homework packs created for children as they become	PP Lead Office Staff	Half-termly

			eligible.		
Total budgeted costs to cover:					
HLTA- Learning Mentor					£5476
Breakfast Club					£250
Financial Support					£3000
Homework Packs					£1000
					Total: £9726
Evaluation					
<ol style="list-style-type: none"> 1. HLTA has been developed and is able to offer a variety of programmes to support children and families. Protective Behaviours was completed with a number of children and she worked closely with outside agencies. A pathway for pastoral support was created and Pupil Premium children were highlighted. 2. Breakfast has been very successful for Pupils and was particularly for those Pupil Premium children with behaviour needs as it provided them with a settled start to the school day. 3. Particular families were grateful for support with clubs, uniform, transport, trips etc... 4. Homework packs were well-received from families and 23 new families applied between September 17 and July 18 					

Assessment July 2016, July 2017 and July 2018

1. Outcomes for Year 6	JULY 16	JULY 17	July 18
	<i>Pupils eligible for PP (16) National Benchmark</i>	<i>Pupils eligible for PP (15) National Benchmark</i>	<i>Pupils eligible for PP (17) National Benchmark</i>

	<i>(ASP)</i>	<i>(ASP)</i>	<i>(ASP)</i>
% achieving expected and above in reading	44% 72%	73% ↑ 77%	95% ↑ 80%
% achieving expected and above in writing	69% 78%	67% ↓ 81%	88% ↑ 83%
% achieving expected and above in Maths	63% 75%	87% ↑ 80%	75% ↓ 81%
% achieving expected and above in GPS	69%	67% ↓	94% ↑

The attainment of end of KS2 Pupil Premium children has rapidly improved in Reading, Writing, Maths and GPS from July 16 to July 18.

Attainment and Progress has improved across Key Stage Two and is demonstrated in the Analysing School Performance (ASP) reports for Reading and Writing.

Although Attainment dropped from 87% to 75% in 2018, progress in Maths has continued to improve and the Year 6 Pupil Premium children made accelerated progress across the Key Stage with pupils making an average of +13 points progress (expected progress across the Key Stage is +12.0) due to our Maths HLTA, Maths Specialist Teacher and Personalised Planning tutor. Through the introduction of a whole school planning scheme and assessment tests, progress across each year group and Key Stage will be closely monitored.