

St Bede's Catholic Primary – Pupil Premium Grant (PPG) Strategy 2018/9

(1) Headlines

Pupil Premium Expenditure and Proposed Expenditure

2017/8 Expenditure £72,450		2018/9 Proposed Expenditure £73,000	
Coaching for teachers	£4,000	Coaching for teachers	£5,000
After school tutoring, Saturday and Easter School	£31,000	After school tutoring, Saturday and Easter School	£30,000
In school 1:1 LSA Support	£13,000	In school LSA support	£13,000
HLTA Support	£20,000	HLTA Support Y6	£20,000
Lexia	£2,938	Lexia	£3,000
Support with music tuition and participation in trips.	£2,000	Support with music tuition and participation in trips.	£2,000

(2) Barriers to Learning

1. Poor home learning environment – ‘low aspirations’ - lack of support being given to children with homework; learning maths known facts and spellings; and, reading at home.
2. Not taking up the option of free after school tutoring, Saturday or Easter schools.
3. Slow processing skills.
4. Weaker attendance

(3) Impact of 2017/8 Strategy: Attainment of Pupil Premium Grant Children Summer 2018

% of pupils meeting national expectations

Y6	Pupil Premium Grant	Others	National Pupil Premium Grant
Reading	63%	79%	60%
Writing	100%	100%	65%
Maths	75%	90%	59%
M R W	50%	79%	46%

% meeting national expectations

Y2	Pupil Premium Grant	Others	National Pupil Premium Grant
Reading	86%	77%	69%
Writing	57%	68%	58%
Maths	57%	79%	67%

% passing the phonics test

Y1	School Pupil Premium Grant	National Pupil Premium Grant
Disadvantaged Children	100%	71%
Others	92%	85%

% reaching Good Level of Development GLD

EYFS	School Pupil Premium Grant	National Pupil Premium Grant
Disadvantaged Children	50%	69%
Others	72%	75%

Summary 2018

At the end of KS2, PPG out performed PPG children nationally. However, they did not do as well as their peers at St Bede's. At the end of Key Stage 1, PPG children at St Bede's outperformed other children in reading, but not in maths or writing. In Y1 Phonics assessments, PPG children outperformed national and did better than their peers at St Bede's. At EYFS, PPG children did not do as well as other children at St Bede's and did not do as well as disadvantaged children nationally. Overall some pleasing elements but still work to be done.

The importance of support from home cannot be overstated. Of two lower attaining PPG boys in Y6 – one attended school based after school tutoring, one did not. The one attending reached the expected standard – the one who did not missed it – after school school-based tutoring would have made the difference.

We would like the PPG children to read daily with an LA but there are too many other children who are not being supported with their reading at home needing in-school support. Resources must be spread more thinly than we would like.

The creation of smaller teaching groups in Y4 and Y6 through the use of HLTAs taking classes paid dividends, with accelerated progress noted.

(4) Strategies 2017/18

Improvement Strand: Quality of Teaching, Learning and Assessment						
Priority One: To move more 'good' teaching to 'outstanding'.						
2019 Success Criteria 75% of lesson observations judged to be outstanding						
Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2018/9 Have the actions had the desired effect?	IMPACT
To develop colleagues' own ability to up level their delivery in the classroom	Analysis of points to improve from each phase's monitoring and Learning Walks	AHTs	Termly	Published analysis	Amount of outstanding teaching observed rises to 75% by end of 2018/9	
	Follow up to lesson observations in Impact box in PMPs Three clear performance management targets	AHTs	Ongoing October	Completed brochure and evaluations Completed proformas shared with SLT - Completed booklets		
	INSETs: Moving teaching observations from good to		Spring Term		No teaching requiring improvement by the end of summer term	

	<p>outstanding in maths and English lessons</p> <p>'Mentoring Mondays' where colleagues observe outstanding teaching and team teach with an 'outstanding colleague'</p> <p>Coaching for unqualified staff</p> <p>Increased emphasis upon independence (5Bs)</p> <p>Increased emphasis upon talk buddies</p> <p>Review use of improvement targets</p>	GN	<p>£4000</p> <p>Ongoing from Spring 1</p> <p>Ongoing</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 1</p>	<p>Completed booklets</p> <p>Children can recite Board/ Bits/ Buddy/ Brain/ Boss)</p> <p>Children know who their buddy is.</p>	<p>Unqualified trainees taking steps towards qualification within two years</p>	
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Improvement Strand: Quality of Teaching, Learning and Assessment						
Priority Two To provide Targeted support						
Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2018/9 Have the actions had the desired effect?	IMPACT
To provide after school tutoring in small groups, led by the class/ set teacher	<p>Identify all children who would benefit including those PPG children</p> <p>Invitations to be sent</p> <p>Registers to be kept</p> <p>Inclusion in programme to be tracked on flight plans.</p>	GN	£20,000	<p>100% take up</p> <p>Accelerated progress</p>	Are children hitting their targets?	
To run Saturday and Easter Schools in Y6 and Y2.	<p>Identify all children who would benefit including those PPG children</p> <p>Invitations to be sent</p> <p>Registers to be kept</p> <p>Inclusion in programme to be tracked on flight plans.</p>	GN	£11,000	<p>100% take up</p> <p>Accelerated progress</p>	Are children hitting their targets?	

To provide smaller teaching groups in Y6 and Y4 for maths, reading and writing	Deploy HLTA in both Y4 and Y6 to take small set.	GN	£20,000	Termly assessments show accelerated progress	Are children hitting their targets?	
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Improvement Strand: Quality of Teaching, Learning and Assessment

Priority Three To provide support for individualised reading

Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2018/9 Have the actions had the desired effect?	IMPACT
To listen to children read as frequently as possible.	Timetable LAs to listen to readers including PPG children as many times as possible in a week	KR AD	£13,000	PPG children receiving stickers for their reading	Children have made as good progress with reading as other children who are supported at home	

Improvement Strand: Quality of Teaching, Learning and Assessment

Priority Four To provide support for trips and music tuition

Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2018/9 Have the actions had the desired effect?	IMPACT
To ensure PPG children are included in the wide range of school life.	Make clear to parents the school's policy for remissions.	GN	£2000	PPG children taking part and enjoying school		

Improvement Strand: Quality of Teaching, Learning and Assessment

Priority Five Engagement with Parents

Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2018/9 Have the actions had the desired effect?	IMPACT
Tackling Parent Apathy	Writing to all parents where there is a lack of support from home. Followed by meeting with these parents if no change.	GN	-	PPG children being supported at home.	Have children met their targets?	
Improving Attendance	EWO to meet with parents when pupil attendance falls below 90%.	GN			PPG attendance is as good as that of other children at St Bede's	