

## **St Bede's Catholic Primary – Pupil Premium Grant (PPG) Strategy 2017/8**

### **Background**

What is Pupil Premium? Pupil Premium money is allocated to a school by the number of children who are eligible for pupil premium funding. This is the criteria:

- Joint family income is less than £16,190 or
- you are in receipt of one or more of the following benefits:

Child tax credit WITH NO WORKING TAX CREDIT and where the household income is less than £16,190

Income support

Income based Job Seekers Allowance

Income based Employment Support Allowance

Support under part VI of the Immigration and Asylum Act 1999

Looked after children or children adopted from care also generate the grant, as do the children of service men and women.

Once a child has been identified as being entitled to pupil premium, they stay with that allocation for six years (known as ever sixes), regardless of any change in family circumstances. If you think your child is entitled, please fill out the form at the school office. You will need to bring your national insurance number.

Pupil Premium money is not ring fenced. This means it can be spent on children who do not generate the Pupil Premium grant too. Each school must account for how it spends the grant.

**(1) Headlines**

**Number of Eligible Pupils 52 (2016/7)**

**48 (2017/18)**

**Pupil Premium Expenditure and Proposed Expenditure**

<b>2016/7 Expenditure £72,450</b>		<b>2017/8 Budget £59,400</b>	
<b>After school tutoring, Saturday and Easter School</b>	<b>£35,000</b>	<b>Coaching for teachers</b>	<b>£4,000</b>
<b>In school 1:1 LSA Support</b>	<b>£15,000</b>	<b>After school St Bede's tutoring; Saturday and Easter School</b>	<b>£19,462</b>
<b>HLTA Support</b>	<b>£20,000</b>	<b>In school 1:1 LSA Support</b>	<b>£13,000</b>
<b>Lexia</b>	<b>£2,494</b>	<b>HLTA Support</b>	<b>£20,000</b>
		<b>Lexia</b>	<b>£2,938</b>
		<b>Support with music tuition and participation in trips.</b>	<b>£2,000</b>

**(2) Aims of our Strategy**

- 1. To narrow gaps between the progress of PPG children and those pupils not eligible for PPG nationally.**
- 2. To enable PPG children to engage fully in the life of the school.**

**(3) Barriers to Learning (Note, these barriers do not apply to all PPG children but many share them).**

- 1. Poor home learning environment – lack of support being given to children with homework; learning known maths facts, and spellings; and, reading at home. Chaotic home life.**
- 2. Low parental aspirations for their children.**
- 3. Not taking up the option of free after school tutoring, Saturday and Easter schools: 1 Y6 child and 1 Y5 child and 1 Y4 child in 2016/7.**
- 4. Slower processing skills.**
- 5. Low attainment on entry**

### (3) Impact of 2016/7 Strategy: Attainment of Pupil Premium Children Summer 2017

% of pupils meeting national expectations

Y6	Pupil Premium	Others
Reading	86	90
Writing	85	100
Maths	71	96
M R W	57 <i>National 47%</i>	88 <i>National 67%</i>

Progress at KS2

Y6	Pupil Premium	Others
Reading	3.64	3.19
Writing	6.53	3.66
Maths	2.36	6.11

% meeting national expectations

Y2	Pupil Premium	Others
Reading	100	76
Writing	75	64
Maths	100	76

% passing the phonics test

<b>Disadvantaged Children</b>	<b>86%</b>
<b>Others</b>	<b>96%</b>

% reaching Good Level of Development GLD

<b>Disadvantaged Children</b>	<b>33%</b>
<b>Others</b>	<b>67%</b>

**Note PPG = Pupil Premium Grant HLTA = Higher Level Teaching Assistant EYFS = Early Years Foundation Stage**

**Summary**

At the end of KS2, PPG out performed PPG children nationally. Whilst they did not attain as highly as other children at St Bede’s, their progress was better in reading and writing. The gap between our PPG children and other children nationally was smaller than the gap between PPG nationally and other children nationally. At the end of Key Stage 1, PPG children at St Bede’s attained more highly other children. This was an improvement on 2016 when they did not. In Y1 Phonics assessments, PPG children outperformed national but did not do as well as 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. We aim to tackle this by introducing improvements that will benefit all children in EYFS. Overall some pleasing elements but still work to be done across the school and the numbers of PPG children are increasing to around 10% in new cohorts.

The importance of support from home cannot be overstated. Two lower attaining PPG boys in Y6 – one attended school based after school tutoring for maths and Saturday School, one did not. The one attending reached the expected standard comfortably – the one who did not narrowly missed it – after school in-house 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 too. Resources must be spread more thinly than we would like.

The creation of smaller teaching groups in Y3, Y5 and Y6 - through the use of HLTAs taking classes - paid dividends, with good progress noted in the smaller middle and lower sets – this included the majority PPG children in these year groups. Two out of three PGG children in the Y6 lower reading set reached national expectations – this was only possible due to being taught in a group of just 7 children.

**Individual Tracking of the 47 PPG Children 2016/7**

	Extra Support Reading Group	Parental Support	SEN SUPPORT	Year Group	LEVEL ON ENTRY to Reception	High/ Middle /Lower ability	Summer 2017 On target? Green = Yes Red = No			TUTORING	Higher Level Teaching Assistant Support	Lexia
							Maths	Reading	Writing			
ANONYMOUS CHILD				6	TFA	H				Y		
ANONYMOUS CHILD				6	TFA	H				N		
ANONYMOUS CHILD				6	BTFA	M				Y		x
ANONYMOUS CHILD				6	BTFA	M				Y		
ANONYMOUS CHILD	x		x	6	BTFA	L				Y	Y	x
ANONYMOUS CHILD	x		x	6	BTFA	L				Y	Y	x
ANONYMOUS CHILD	x			6	BTFA	L				Y	Y	x
ANONYMOUS CHILD	x	NO	x	6	BTFA	L				N	Y	x
ANONYMOUS CHILD				5	TFA	H				N		
ANONYMOUS CHILD				5	BTFA	M				N		
ANONYMOUS CHILD				5	TFA	M				N		
ANONYMOUS CHILD	x			5	BTFA	L				N	Y	x
ANONYMOUS CHILD	x		x	5	BTFA	L				N	Y	x

ANONYMOUS CHILD	x			5	NA	M				Y		
ANONYMOUS CHILD	x	NO		5	TFA	M				Y		
ANONYMOUS CHILD	x			5	TFA	L				Y		
ANONYMOUS CHILD				4	NA	M				Y		
ANONYMOUS CHILD				4	TFA	M				N		
ANONYMOUS CHILD				4	TFA	M				Y		
ANONYMOUS CHILD				4	NA	M				N		
ANONYMOUS CHILD				4	NA	M				N		
ANONYMOUS CHILD	x			4	TFA	M				Y		
ANONYMOUS CHILD	x		x	4	BTFA	L				Y		
ANONYMOUS CHILD				3	TFA	H				N		
ANONYMOUS CHILD	x			3	NA	L				N	Y	
ANONYMOUS CHILD	x		x	3	BTFA	L				N	Y	x
ANONYMOUS CHILD	x	NO		3	TFA	M				N	Y	
ANONYMOUS CHILD	x		x	3	BTFA	L				N	Y	x
ANONYMOUS CHILD	x			3	BTFA	L				N	Y	
ANONYMOUS CHILD				3	BTFA	L				N		
ANONYMOUS CHILD				3	BTFA	L				N		
ANONYMOUS CHILD				3	TFA	M				N		
ANONYMOUS CHILD				2	BTFA	H				N		
ANONYMOUS CHILD				2	BTFA	M				N		
ANONYMOUS CHILD				2	BTFA	H				N		
ANONYMOUS CHILD				1	BTFA	M						
ANONYMOUS CHILD				1	BTFA	L						
ANONYMOUS CHILD	x			1	BTFA	M						x
ANONYMOUS CHILD	x			1	BTFA	L						
ANONYMOUS CHILD	x			1	BTFA	L						
ANONYMOUS CHILD	x			1	BTFA	L						
ANONYMOUS CHILD		NO	X	R	BTFA	L						
ANONYMOUS CHILD				R	BTFA	L						
ANONYMOUS CHILD				R	BTFA	L						
ANONYMOUS CHILD				R	BTFA	L						
ANONYMOUS CHILD				R	BTFA	L						
ANONYMOUS CHILD				R	TFA	M						

ON TARGET – SUMMER TERM 2017

DELATED = 2 OR MORE BOXES RED SUMMER 2017	ON TIME = 2 OR MORE BOXES GREEN SUMMER 2017
15	30

Note BTFA = Below Typical For Age (29)

TFA = Typical For Age (13)

(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 2017/8 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	DHTs/A HTs	Termly	Published analysis	Amount of outstanding teaching observed rises to 70% by end of 2017/8	
	Follow up to lesson observations in Impact box in PMPs	DHTs/A HTs	Ongoing	Completed brochure and evaluations	No teaching requiring improvement by the end of summer term	
	Three clear performance management targets		October	Completed proformas shared with SLT - Completed booklets		
	INSETs: Moving teaching observations from good to outstanding in maths and English lessons		Spring Term			
	'Mentoring Mondays' where colleagues observe outstanding teaching and team teach with an 'outstanding colleague'		£4000 Ongoing from Spring 1			
	Coaching for unqualified staff		Ongoing			
	Increased emphasis upon independence (5Bs)		Autumn 2	Completed booklets	Unqualified trainees taking steps towards qualification within two years	
	Increased emphasis upon talk buddies		Autumn 2	Children can recite Board/ Bits/ Buddy/ Brain/ Boss)		
	Review use of improvement targets		Autumn 1	Children know who their buddy is.		
		GN				

Improvement Strand: Quality of Teaching, Learning and Assessment						
Priority Two To provide Targeted support						
Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2017/8 Have the actions had the desired effect?	IMPACT
To provide after school tutoring in small groups, led by the class/ set teacher	Identify all children who would benefit including those PPG children Invitations to be sent Registers to be kept Inclusion in programme to be tracked on flight plans.	GN	£20,000	100% take up  Accelerated progress	Are children hitting their targets?	<b>95% uptake of all children - 1 PPG refusal Y4</b>
To run Saturday and Easter Schools in Y6 and Y2.	Identify all children who would benefit including those PPG children Invitations to be sent Registers to be kept Inclusion in programme to be tracked on flight plans.	GN	£11,,000	100% take up  Accelerated progress	Are children hitting their targets?	<b>75% uptake of all children</b>
To provide smaller teaching groups in Y6 and Y4 and Y2 for maths, reading and writing	Deploy HLTA in both Y4 and Y6 to take small lower set. Deploy Schools Direct trainee in Y2. Track intervention.	GN	£20,000 contribution	Termly assessments show accelerated progress	Are children hitting their targets?	

Improvement Strand: Quality of Teaching, Learning and Assessment						
Priority Three To provide support for individualised reading						
Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2017/8 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 recognition 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 2017/8 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	Positive Pupil Questionnaire Responses	

Improvement Strand: Quality of Teaching, Learning and Assessment						
Priority Five Engagement with Parents						
Objectives	Steps	Lead	Timings/Cost	Milestones	Success Criteria 2017/8 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?	
Sustaining Attendance	EWO to meet with parents when pupil attendance falls below 90%. To include PPG children	GN			PPG attendance is as good as that of other children at St Bede's	

Note AHT = Assistant Head Teacher DHT Deputy Head Teacher