

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Bede's Primary Catholic Voluntary Academy				
Academic Year	2017-2018	Total PP budget	£30,840	Date of most recent PP Review	
Total number of pupils	223	Number of pupils eligible for PP	28	Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	PP children in EYFS and KS1 have lower starting points in communication and language and phonics when entering school.	
B.	SEN and MA PP children are not making as much progress in reading as their peers.	
C.	HA PP children are not making better than expected progress across KS2 in reading, writing and maths.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Low attendance or late arrival at school of 5 PP children.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonics skills for pupils eligible for PP in Foundation stage and Key Stage One.	Pupils eligible for PP in Foundation Stage and KS1 to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in phonics.
B.	Higher rates of progress across KS2 in reading for SEN and MA pupils eligible for PP.	Pupils eligible for PP in KS2 to make rapid progress by the end of the year so that all SEN and MA pupils eligible for PP make expected progress or better than expected progress in reading.
C.	Challenge to enable the HA PP children in making better than expected progress across KS2.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
D.	Emotional support and well -being for all PP children across school when needed.	Targeted adults for individuals to work with during difficult times in life. Adults to offer emotional support and involve outside agencies if necessary.

4. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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 well?	Staff lead	When will you review implementation?
Improved phonics and reading skills in Foundation Stage and KS1.	Staff training on the use of RWI in Foundation Stage.  Staff training on developing phonics for the pupils in EYFS and KS1.	We want to invest some of the PP money in longer term change which will help all pupils. We are aware that although most of our children enter our setting at 30-50 months for communication and language we needed to focus our phonics teaching to meet the needs of the younger children.	Course selected using evidence of effectiveness. Use team meetings to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Deputy Head and Phonics leader.	January 2018.
Improved progress for SEN and MA pupils KS2.	CPD on providing appropriate challenge for SEN and MA attaining pupils.	SEN and MA ability pupils eligible for PP are making less progress than other SEN and MA attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve expected or better than expected attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Deputy Head and English lead	January 2018.
Improved progress for high attaining pupils KS2.	CPD on providing challenge for high attaining pupils.	HA ability pupils eligible for PP are making less progress than other HA attaining pupils across Key Stage 2 in reading, writing and maths. We want to ensure that PP pupils can achieve expected or better than expected attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Deputy Head. English lead and Maths lead.	January 2018
<b>Total budgeted cost</b>					£4600
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	When will you review implementation?

Improved phonics and reading skills in Foundation Stage and KS1.	1:1 and small group teaching of phonics following the RWI scheme and use of the RWI 1:1 teaching resources. Regular assessment and re-grouping.	Some of the students need targeted support to catch up in phonics with individual sounds and the blending of sounds. This is a programme which has shown to be effective in enabling children to make good or better progress with their phonics.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Identify any potential barriers to good implementation.	All RWI trained staff.	June 2018
Improved progress for SEN and MA pupils KS2.	Weekly small group sessions in reading and comprehension for SEN and MA pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from Jamie Peacock, MBE, English Professional League player.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by English co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator  SEN Coordinator	June 2018
Improved progress for high attaining pupils KS2.	Weekly small group sessions in either reading, writing or maths (depending on individuals needs) for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths and English co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	June 2018
<b>Total budgeted cost</b>					£24,640

### 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	When will you review implementation?
To increase the low attendance or late arrival at school of 5 PP	School business manager to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies	Thorough briefing of support worker about existing absence issues. PP coordinator, School Business	Pupil Premium Coordinator,	Jan 2018

children.	First day response provision.	addressing attendance as a key step.	manager, Head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Head Teacher and School Business Manager	
Year Six subsidy of residential trips	To inform PP parents that their child can access money towards the payment of their Y6 residential.	Children experience risk taking and a variety of new experiences.  To enable pupils in receipt of PPG to widen their experiences and support the curriculum.	Speaking to parents.	Head Teacher, School Business Manager.	
<b>Total budgeted cost</b>					£1600

