



Pupil Premium Strategy 2016 -2017

Headteacher: Ms Brid McDaid

Chair of Governors: Mr Enda Austin

Pupil Premium Link Governor: Stephen Morgan

Pupil premium Profile 2016 - 2017

Number of eligible pupils:	85
Amount per pupil:	£1320
Total pupil premium budget:	£112,200

Barriers to educational achievement faced by eligible pupils at the school

- The significant majority of children enter the school with skills and knowledge below those typical for their age;
- A large % of children enter the school with low levels of spoken English and language skills well below those expected for their age. Approx 42% of children in the school have English as an additional language. This is the same % as those children currently in receipt of pupil premium funding now that Y6 have left;
- Parental support for their children is not consistent throughout the school;
- Home visits have shown that there is a lack of reading material in many children's homes;
- Despite the school's robust procedures in monitoring attendance, there is still a small minority of children who are persistently absent, which impacts negatively on their achievement;
- We recognise that social and emotional wellbeing is all important, not only for our children's welfare (many of whom come from chaotic and stressful homes) but has a direct impact on their learning.



We will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, raising attainment and improving progress as of disadvantaged pupils through:

1. Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics

- a. Implementation of a range of evidence based interventions targeted at children's specific needs
- b. Targeted one to one and small group speech and language therapy
- c. Further development of reading comprehension approaches to improve reading focussed on learners' understanding of text using Alan Peat resources across the school
- d. Additional professional development of teaching of phonics and early mathematical development and flexibility to raise rates of progress and improve outcomes for Year 1
- e. Targetted teaching in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs.

2. Teaching Assistants impact on raising standards

- a. Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement
- b. High quality professional development for TAs that mirrors that for teachers so staff work effectively together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support

3. Minimising barriers to learning and achievement

- a. Active engagement of parents in supporting their children's learning
- b. Interventions which target social and emotional learning
- c. Interventions to improve attainment by reducing challenging behaviour through specialised programmes and CPD

4. Meeting individuals' particular needs

- a. Residential opportunity to help transition to Y7
- b. Provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music



Area 1: Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics

Rationale: Sutton Trust/EEF Toolkit 2015

"Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact....that small tuition is effective" (+4 months)

"On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress" (+5 months)

"When a change in teaching approach does accompany a class size reduction (...smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitude. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive" (+3 months)

"Oral language interventions consistently show positive benefits on learning, including oral language skills. On average, pupils who participate in oral language interventions make approximately five months' progress over the course of a year" (+5 months)

Area 2: Teaching Assistants

Rationale: Sutton Trust/EEF Toolkit 2015

TAs can have a positive impact on academic achievement. One to one or small group support shows a stronger positive benefit of between three and five additional months on average.

Best practice adopted using class based TAs and Nursery Nurses

All teaching support staff will work with children in the morning – not making resources etc

With training they will deliver brief, intensive structured interventions – providing SLT with feedback on impact

Investment in improvement of TAs talk to pupils support the development of independent learning skills associated with improved learning outcomes. Task completion is not always the goal.

TAs liaising with the class teacher understand the essentials a) concepts, fact and information being taught b) skills to be learned, applied, practised or extended c) intended learning outcomes, expected frequent feedback

Area 3: Minimising barriers to learning and achievement

Rationale: Sutton Trust/EEF Toolkit 2015

"Parental involvement is consistently associated with pupils' success at school. The impact of parents' aspirations is also important (+3 months)

"SEL (Social emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months additional progress

"Evidence suggests that behavioural interventions can produce a large improvement in academic performance along with a decrease in problematic behaviours" (+4 months) – Play therapist, CPD Bill Rogers, Outside agencies including Cherrytrees, Behaviour Support team, Mental health first aid x 2 TAs, SENCo Mental Health Training, SEAL programme



Area 4: Residential/Enriched Curriculum

Rationale: Sutton Trust/EEF Toolkit 2015

“studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress” (+3 months)

“specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported.” (+2 months)

Area 5: Monitoring and evaluation of the impact of spending/ Active involvement of Governors

“Governing Bodies offer heads challenge as well as support. They are increasingly aware of their responsibility to evaluate how the Pupil Premium funding is used and monitor the school’s performance management process.” Michael Wilshaw – OFSTED

Outcomes for Pupil Premium will be reviewed on a termly basis by the SLT

An annual Pupil Premium review will take place, including a health check undertaken by an LA advisor

The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors

Governors will undertake a learning walk focussed on provision funded by the Pupil Premium.

Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
<u>Early Intervention: English</u> Early Words (EW) Early Literacy Support (ELS) Catch Up Reading	Support pupils at danger of falling behind in reading and writing Accelerate progress to narrow gap between lowest and highest attaining pupils	AK	See Intervention Timetables	Entry and Exit assessments Peer review of interventions Impact of interventions review – Termly PP Meetings	£14,000
<u>Early Interventions: Maths</u> 1 st Class@Number 1 1 st Class@Number 2 8 week programme for groups of 4 children Delivered by trained TAs <u>Success at arithmetic KS2</u> 12 week programme for groups of 3 children Delivered by trained TAs	Address identified gaps in basic skills Raised attainment – increased % of children meeting age related expectations Accelerated progress Increased confidence as more flexible with number Improved language skills	MS	See Intervention Timetables	Sandwell Early Numeracy tests on entry and exit Impact of intervention PP meetings Pupil Voice	£10,000



Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Phonics and Early Reading Additional professional development to raise the quality of teaching of early reading leading to raised achievement Model lessons, team teach, lesson observations with feedback, lesson studies, share information with other schools, CPD Additional tracking and early intervention for target groups to raise outcomes in phonics Accelerated Reading – KS2	Increase in % of children achieving the Y1 phonics check Significant majority of children making sufficient progress in reading in Y1 over the course of the year Quality of teaching of phonics and guided reading judged to be at least good in Y1 Alan Peat aps used in class and shared with parents	AK	(Sept 2016) Every half term Termly at pupil progress meetings	Lesson observations of phonics and guided reading (Sept 2016) Half-termly tracking of phonics and book bands KS2 ZPDs Target groups identified and interventions put in place (PP Meetings termly)	£5,000
Year Six Maths Split Y6 class for Maths 4-5 days per week with Dep Head and class teacher who is Maths Co teaching children working at developing stage and below at end of Y5 Use PIXL resources e.g. personalised learning checklists leading to diagnosis then therapies, tests and tracking for Y3-Y6 Gaps analysis to target areas for CPD, revision	Raised attainment increased % of children meeting age related expectations Accelerated progress 100% make at least expected progress from end of KS1 85%+ reaching age related expectations Narrow gap between highest and lowest attainment pupils	MS/AK	Identify target children (Aug 2016) Split and teach in smaller groups (Sept 2016 onwards) Review target group following half-termly assessment and adjust as appropriate	Lesson observations – T & L Review PIXL Tracking Data for Y6 shows progress Planning and work surveys – cross schools moderation RAISEonline data 2017	£12,000 (includes £6,000 PIXL)
Year Six Reading, Writing, GSP Split Y6 class for Maths 4-5 days per week with Dep Head (Lit Co) and class teacher teaching children working at developing stage and below at end of Y5 Use PIXL resources e.g. personalised learning checklists leading to diagnosis then therapies, tests and tracking for Y3-Y6 Gaps analysis to target areas for CPD, revision	Raised attainment increased % of children meeting Age Related Expectations Accelerated progress 100% to make at least expected progress from end of KS1 85% reaching age related expectations Narrow gap between highest and lowest attaining pupils	MS AK	Identify target children (Aug 2016) Split and teach in smaller groups (Sept 2016 onwards) Review target group following half-termly assessment and	Lesson observations – T & L Review PIXL Tracking Data for Y6 shows progress Planning and work surveys – cross schools moderation for Writing Accelerated Reader tracking increase in ZPDs (Zone of proximal development) RAISEonline data 2017	£15,000



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Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Booster classes Talk for Teaching brought in across the school			adjust as appropriate		
Speech & Language Therapy Weekly 1:1 Speech and Language Therapy for identified children, provided by Speech and Language Therapist Targetted group Speech & Language support carried out by trained TAs in EYFS KS1 and KS2 monitored weekly be SALT. SALT parent workshop led by SALT parents – powerpoint on shared drive EYFS	Identified speech and language needs addressed Raised attainment Accelerated progress Improved communication and language skills Increased confidence Increased independence	CD	Identify target children Sept 2016 Organise TA targeted groups Sept 2016 Review progress of targeted groups and individuals (Dec 2016, March 2017, July 2017)	Entry and exit assessments Impact of interventions review (Dec 2016, March 2017, July 2017)	£15,000
				Total Cost for Area	£71,000

Strategy – Area 2	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation: When, by Whom? How will it be evidenced	Total Cost
CPD All class based TAs with M O Reilly planning topic approach to teaching All TAs involved in training linked to flexibility in number All TAs involved in Talk for Writing INSET SALT to deliver appropriate delivery of number in All class based TAs HLTAs or Nursery Nurses from Y1-Y6 Support Staff meetings have a training focus Support Staff have performance targets linked to outcomes for pupils including PP pupils	Raised attainment increased % of children meeting Age Related Expectations Accelerated progress 100% to make at least expected progress from end of KS1 85% reaching age related expectations Narrow gap between highest and lowest attaining pupils	BMD AK	Target children identified (Aug 2016) Split and teach in smaller groups (Sept 2016 onwards) Ensure TA does not have same groups throughout Review target group following half-termly assessment and adjust as appropriate	Lesson observations – T & L Review Assessment using White Rose Y1-Y6 and Nfer for Reading, Writing moderated Book looks show mix of fluency, problem solving and reasoning Y3-Y6 Progress using accelerated reader Pupil Voice – clear about next steps Drop ins show good practise	Cost of Marion Reilly SLA time for TFW adviser Extra TA time
				Total cost for area	£25,200.00



Strategy – Area 3	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation: When, by Whom? How will it be evidenced	Total Cost
Parental Involvement Parent Workshops Parent Voice Engagement via website Maths Fluency Books	Workshops for parents to enable them to support their children at home Parental survey demonstrates that parents know what children are learning and ways they can support their child at home including maths via maths fluency books Accelerated reader gives parents more detailed report of progress in reading	BMD	Establish parental involvement programme for the year (Sept 2016) Implement programme (October 2016 onwards)	Individual course evaluations (oral) Parent Voice Survey (Jan 2017)	
<u>Mental Health</u> Play Therapist Provide individualised tailored programmes to vulnerable pupils Provide targeted support to pupils who are disengaged Provide targeted support to address identified barriers to learning for vulnerable pupils <u>Behaviour</u> Cherrytrees outreach Behaviour Support Team (funding withdrawn April 2017?) Bill Rodgers training for 3 staff members including SENCO – Supporting Mental Health in Schools June 2017 Maths – dyscalculia with TA CAHMS referrals Mental health first aid x2 TAs x2 days March 17 Link governor for Behaviour – Fr Javier works with targeted classes – pupil voice SEAL programme taught in class	Targetted plans in place to meet the individual needs of children and groups of children and their families Improved outcomes linked to identified needs Accelerated rates of progress Raised attainment Increase in the percentage reaching nationally expected standards Narrow gap between highest and lowest attaining pupils Improved learning behaviours – independence, belief, persevere, confidence and willingness to contribute Children's social/emotional needs met Support provided for parents and children with mental health needs and/or those facing challenging circumstances	AK/CD	Vulnerable children identified by SLT and SENCo and plans put in place to meet needs PP Meetings and as appropriate Additional, immediate referrals made in response to concerns	PP Meetings termly SENCo review provision mapping termly Lesson observations termly to include focus of behaviour for learning Data analysis to track progress and attainment towards ARE. Reports to Governing Body via Fr Javier Review impact of provision including play therapist.	Tracking system costs = Ruth Cowderoy Training courses Cover
				Total cost for area	£10,500



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Strategy – Area 4	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation: When, by Whom? How will it be evidenced	Total Cost
<p>Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress” (+3 months)</p> <p>“specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported.” (+2 months)</p>					
<p><u>Subsidise for residential trips</u> Fully funded places on School Journey to Isle of Wight or Bournemouth for Y6</p> <p><u>Enrichment within school setting</u> Drama</p> <p><u>Extra-curricular clubs & activities</u> Boosters linked to English and Maths Sports, Art,</p>	<p>All children able to attend the residential trip Improved social skills, emotional development, developed relationships with peers Increased confidence, resilience and problem solving Greater enjoyment, harness children’s capacity for make-believe and extend it into other areas of knowledge Increased participation in wide range of activities Increased level of physical activity</p>	BMD	<p>Pupils made aware of opportunity to discuss funding with HT All pupils encouraged to take up place and attend the residential journey</p> <p>Termly Programmes established Autumn 16, Spring 17 Summer 17 Provision Map established and used to track uptake by PP children (Termly) Children targeted to take up clubs (Sept onwards)</p>	<p>Review of attendance and take up of places Pupil voice on impact of school journey</p> <p>Pupil Voice Register reviews, tracking of uptake of activities</p>	
				Total cost for this area	£4000



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Strategy – Area 5	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation: When, by Whom? How will it be evidenced	Total Cost
Outcomes for Pupil Premium will be reviewed on a termly basis by the SLT	All SLT will be more aware of the differences in attainment and progress for pupil premium children	BMD	At the end of every term	Brief analysis of the data to be shared with interested stakeholders	
The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors	Pupil Premium Link Governor will have completed a report to be shared with the governing body	CoG	To be checked termly	BMD - To ensure the visits happen termly and that they are evidenced in the Governor minutes	
Governors will undertake a learning walk focussed on provision funded by the Pupil Premium (annual)	Governors will have completed a learning walk to increase their understanding/awareness of the provision provided by the school	CoG	By end of Autumn 2017 and annually thereafter	BMD - To ensure the learning walk happens annually and that they are evidenced in the Governor minutes	
An annual Pupil Premium review will take place, including a health check undertaken by an LA advisor					1 day SLA time
				Total cost for this area	£1500

Areas	Expenditure
Area 1: Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics	£71,000.00
Area 2: Teaching Assistants	£25,200.00
Area 3: Minimising barriers to learning and achievement	£10,500.00
Area 4: Residential/Enriched Curriculum	£4000.00
Area 5: Monitoring and evaluation of the impact of spending/ Active involvement of Governors	£1500.00
Total pupil premium expenditure	£112,200.00



Impact of Pupil Premium Spending 2016/17

St Agnes KS2 SATs results 2017	Reading			Writing (TA)			Mathematics		
		St Agnes '17	Nat '17		St Agnes '17	Nat '17		St Agnes '17	Nat '17
% of children achieving the expected standard	All	73%	71%	All	80%	76%	All	90%	75%
	Disadvantaged*	59%		Disadvantaged*	71%		Disadvantaged*	88%	
% of children achieving a high level of attainment	All	33%	24%	All	13%	18%	All	23%	22%
	Disadvantaged*	18%		Disadvantaged*	6%		Disadvantaged*	12%	
Average Scaled Score	All	105.5	104.0	All			All	105.3	104.1
	Disadvantaged*	102.9		Disadvantaged*			Disadvantaged*	103.8	
Average Progress measure	All	3.9	0.0	All	2.6	0.0	All	3.5	0.0
	Disadvantaged*	3.4		Disadvantaged*	2.5		Disadvantaged*	3.8	

**Where disadvantaged national has not yet been published for 2017*

- Although there still a difference in attainment in reading and writing the difference has been slightly diminished in 2017;
- In maths the difference is now negligible;
- There is also still a difference in the % attaining at the higher levels in all 3 subjects but this is a picture that is likely to be mirrored nationally. We will discuss further when national results are published;
- There is a slight difference in progress scores in reading but progress is broadly similar in writing and pupil premium made more progress than their non-pupil premium peers in maths.

KS2 SATs results 2016 & 2017		St Agnes 2016	St Agnes 2017	National 2017
% of children achieving at least the expected standard in R, Wr & Ma	All	64%	70%	61%
	Disadvantaged*	45%	53%	
% of children achieving the high standard in R, Wr & Ma	All	8%	7%	9%
	Disadvantaged*	0%	6%	

- In the combined measure the difference has been diminished slightly - all children's rose by 6% and the pupil premium children's rose by 9%;
- There has been a marked difference in the % of children attaining the higher combined measure. No children attained this last year and in 2017 it was 6%.

Y1 Phonics screening test		St Agnes 2016	National 2016	St Agnes 2017	National 2017
Attained the required standard	All	85%	81%	85%	81%
	Disadvantaged	79%	70%	88%	

- The school's results in the phonics screening test are above national once again with pupil premium children outperforming their non-pupil premium peers this year!

Reception – EYFS	GLD	National 2017
All	54% (15/28)	71%
Disadvantaged	54% (7/13)	Not yet available
Non-disadvantaged	53% (8/15)	Not yet available

- There is no difference between the attainment of pupil premium and non-pupil premium children. However, this will remain a target for 2017/18 because the GLD must be increased.