



# St Gildas' Catholic Junior School

## Pupil Premium Strategy 2016/17



1. Summary information					
School	St Gildas' Catholic Junior School				
Academic Year	2016/17	Total PP budget	£76 400	Date of most recent PP Review	Sep 16
Total number of pupils	227	Number of pupils eligible for PP	57	Date for next internal review of this strategy	July 17

2. Attainment Y6 PP pupils 2015-2016		
	Y6 Pupils eligible for PP	National Average %
	Results %	
% of PP pupils at expected standard or above in reading, writing & maths	31	53
% of PP pupils at expected standard or above in reading	46	66
% of PP pupils at expected standard or above in writing	69	74
% of PP pupils at expected standard or above in maths	38	70

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Inconsistency in the quality of teaching does not enable all pupils to make rapid progress
B.	Staff are not using the information they collect about pupils' progress systematically to ensure good or better progress
C.	Occasionally the work set for the most able pupils is not challenging enough to enable them to reach the highest standards
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	In some cases parents feel they are unable to support with the more challenging curriculum
E.	Low attendance and punctuality

<b>4. Desired outcomes – linked to School Improvement Plan (<i>Desired outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
<b>A.</b>	Accelerated progress across the school, with end of key stage attainment data showing a diminishing of differences with national averages	Achievement at or above set targets (see 2016/17 SIP)
<b>B.</b>	Improved achievement of underperforming groups, including those working above age related expectations, with Pupil Premium funding used to best effect	Achievement of children working above expectation at or above set targets (see 2016/17 SIP)  Differences between underperforming groups and 'others' identified in end of key stage checks and internal 2015/16 summer term data diminish throughout 2016/17
<b>C.</b>	All teaching across school consistently good and frequently outstanding	Percentage teaching graded good and outstanding at or above set targets (see 2016/17 SIP)
<b>D.</b>	New curriculum embedded and developed with science prioritised as an area for development	Outcomes of lesson observations and book scrutinies at or above set targets (see 2016/17 SIP)
<b>E.</b>	Improved attendance and reduced lateness	Attendance and lateness at or above set targets (see 2016/17 SIP)

5. Planned expenditure					
Academic year	2016/17				
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?
A, C + D	Further staff training in new approaches to curriculum: Haringey Reading, Talk 4 Writing, Depth and Mastery –	Ofsted (2013), <u>The Pupil Premium</u> , highlights <i>‘the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good’</i> .	<ul style="list-style-type: none"> <li>• Training feedback</li> <li>• Lesson observations</li> <li>• Book scrutinies</li> <li>• Planning scrutinies</li> <li>• Performance management</li> </ul>	Lit, maths and science subject leaders	Ongoing
A, C + D	Redevelopment science curriculum; train staff and buy resources accordingly	As above.	<ul style="list-style-type: none"> <li>• As above</li> </ul>	DH(A) and science subject leader	March 2017
A	Further enhance ongoing teacher professional development through strategies such as in-school peer lesson observations, lesson observations in	DfE (2015), <u>Supporting the Attainment of Disadvantaged Pupils</u> , highlight’s sharing best practice amongst teaching staff as a key strategy for supporting disadvantaged pupils.	<ul style="list-style-type: none"> <li>• DH(A) Performance management</li> <li>• Maths Review to be carried out by LA</li> </ul>	HT(A),DH(A) AHT	As part of performance management systems and structures
A + B	Implement additional teaching support in year 6 literacy and maths to ensure progress is accelerated for all children	Ofsted (2013), <u>The Pupil Premium</u> , states that successful schools <i>‘allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising</i>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutinies</li> <li>• Pupil Progress Reviews</li> <li>• AHTs’ performance management</li> </ul>	AHT Inclusion, DH(A)	Termly (PPR) and annually (performance management systems and structures)

C + D	Further develop middle leadership across school through improvements in self-evaluation and action planning systems, SLT mentoring and external training	It is widely accepted that the effective distribution of leadership in schools leads to improvement in pupil achievement.	<ul style="list-style-type: none"> <li>Monitoring of the School Improvement Plan</li> <li>Middle leader action plans</li> </ul>	DH(A)	Ongoing
E	Refine systems for analysing attendance data and intervening where individuals and groups are causing concern	DfE (2015), <u>Supporting the Attainment of Disadvantaged Pupils</u> states that successful schools: <i>'realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards.'</i>	AHT to give regular updates at SLT meetings	AHT	PPR Meetings
<b>Total budgeted cost</b>					£35 403
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A + B	AHT to take lead roles on work on diminishing the differences, ensuring data analysis drives targeted work across the school with children (e.g. interventions) and parents (e.g. family learning opportunities)	This increasingly important area of work, which is currently being undertaken at various levels across the school, needs a strong lead to take it forward. Ofsted (2013) <u>The Pupil Premium</u> states that the best schools: <i>'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.'</i>	<ul style="list-style-type: none"> <li>AHT performance management</li> <li>Termly Pupil Progress Reviews</li> </ul>	AHT	As part of performance management systems and structures
A + B	An external review of the approach to Pupil Premium in order to develop a coherent, effective policy for Pupil Premium use and reporting	Researching external evidence sources (such as the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress) highlights that our approach to Pupil Premium would benefit from further thought and revision.	<ul style="list-style-type: none"> <li>SIA to lead review</li> </ul>	SIA,HT	July 2017

A + B	Targeted TA-led interventions: Project X, Secondary Transfer, Social Skills, Speech and language, Talk Boost, Talk About, Maths support (1:1 and groups with HLTA)	Progress data and previous experience in the school has shown these to be our most effective intervention strategies.	<ul style="list-style-type: none"> <li>• Training sessions</li> <li>• Observations</li> <li>• Pupil Progress Reviews</li> </ul>		On-going
E	Provide counselling support to children with additional pastoral needs	Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning	<ul style="list-style-type: none"> <li>• Ongoing monitoring of pupil impact (e.g. through pastoral care meetings)</li> </ul>	SENCO LM EP	July 2017
<b>Total budgeted cost</b>					<b>£40 997</b>

6. Review of expenditure		
Previous Academic Year	2015/16	
	<b>High Impact</b>	<b>Medium Impact</b>
		<b>Low Impact</b>
<b>Outcomes for Pupils</b>		
Item/Project	Objective	Cost
Beanstalk Reader Programme	To improve children's reading attainment	£973
My Lexia Software	To improve children's reading and writing attainment	Licence paid for in the previous year
Third Space Learning 1-1 Maths Tuition for Y6 pupils	Individualised support to address gaps in knowledge, misconceptions for identified pupils	£1374
Drumming Lessons, led by professional drummer	To improve aural perception, which in turn will support the development of language and literacy skills. To improve confidence. To give pupils opportunity to be successful. (refer to TES article, 13 November 2015 'Why we're beating the drum for better literacy'.)	£900
Small group interventions in maths	Individualised support. Targeted support to address misconceptions, gaps and weaknesses	£12,000+
Small group and 1-1 writing interventions led by outstanding teacher for targeted Y6 pupils	Individualised support. Targeted support to address misconceptions, gaps and weaknesses	£5435.89
Small group and 1-1 literacy interventions led by teaching assistants for targeted pupils across KS2	Individualised support. Targeted support to address misconceptions, gaps and weaknesses	£19,252
<b>Effectiveness of Leadership and Management</b>		
Item/Project	Objective	Cost
Reorganisation of Senior Leaders to give greater focus to learning/progress & attainment of groups including pupil premium pupils	To raise achievement and increase the rates of progress for pupil premium pupils	£22,000+
<b>Personal Development, Behaviour and Welfare</b>		

Item/Project	Objective	Cost
Learning Mentor and TAs to run nurture group and therapeutic writing groups for targeted pupils	To provide opportunities to support emotional well-being of pupil premium pupils	£8991
Free breakfast club places for pupils entitled to FSM	Overcoming barriers to achievement, attendance and punctuality	£500
Free educational visits for pupils entitled to FSM	Broadening the educational experience of pupils, especially those with fewer opportunities	£500
Discounted or free after school club provision (held in school) for FSM	Enrichment activities accessible by all	£500
TOTAL		£73 666.89