Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us

PUPIL PREMIUM STRATEGY
Academic Year 2016-2017

The Pupil Premium Grant (PPG) is additional funding given to publically funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Pupil Premium Grant is paid to school according to the number of pupils who have been:

•registered as eligible for free school meals (FSM) at any point in the last six years (Ever 6);
•have been looked after for one day or more or were adopted from care on or after 30th December 2005.

Number of Pupils and Pupil Premium Grant (PPG) or Pupil Premium Plus Grant (PP+G) received	
Total number of pupils on roll	207
Total number of pupils eligible for PPG	49
Total number of pupils eligible for PP+G	3
Amount of PPG received per child	£1,320
Amount of PP+G received per child (LAC)	£1,900
	£64,680

Pupil Premium – Funding received for 2016/2017 - £64,680

Actions based on research:

The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.

A wide variety of strategies are employed to tackle 'the opportunity gap' in education and to raise attainment for the children from disadvantaged backgrounds. For example:

- rigorous monitoring and use of data;
- deploying staff and resources effectively;
- employing intervention programmes;
- focussing on pupils' attitude to learning;
- engaging parents/carers;
- providing family learning;
- developing social and emotional competencies;
- supporting school transitions;
- one to one tutoring by volunteers, particularly in reading.

Undoubtedly, the quality of teaching delivers the greatest improvements in learning outcomes for all pupils, including those from deprived backgrounds. The most powerful approaches are well-specified, well-supported and well-implemented programmes of work, incorporating extensive continuing professional development that is often delivered within the school context. Early intervention is effective and specific tutoring of individuals/groups by Teachers and Teaching Assistants.

The school also commissioned a Pupil Premium Review in October 2015. The following strengths were identified: that the school:
• Thoroughly analyses which pupils are underachieving and why, and takes decisive action as a result;
• Draws on evidence from their own data analysis to allocate the funding to the activities that are most likely to have an impact on improving achievement;
• The Headteacher Pam McGuffie, has a clear overview of how the funding is allocated and the difference it makes to the outcomes for pupils;
• Ensures that all class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress;
• Is able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

The following recommendations were made to:
• Appoint a Governor Pupil Premium Champion (Actioned Mr Stuart Holland)
• Provide succinct data to compare Pupil Premium against their peers for each of the following areas: EYFS, KS1 Phonics, KS1 and KS2 (Actioned)

The majority of our Pupil Premium pupils enter school from areas of low deprivation and have poor language and communication skills, which impacts on their early basic skills in English and Maths. On entry data indicates that many of these children have difficulty in social interaction with their peers.

In EYFS and Key stage one 23% of children were eligible for pupil premium funding, which is up 6% on the previous year but still below national. 26% of pupils in Key Stage Two were eligible for pupil premium funding, which is up by 2% on the previous year and again still below national.

EYFS
Class total: 30
Pupil Premium eligibility: 7 (23%)

EYFS Scores (end of Reception)

On entry to Early Years the average level of attainment in making relationships; self-confidence and self-awareness; managing feelings and behaviour; moving and handling; health and self-care; listening and attention; understanding; reading; writing; number; shape, space and measure and technology is 30-50 months secure or above. Whereas in speaking; people and communities; being imaginative; exploring and using media and materials and the world the majority of pupils were 30-50d or below.

GLD 2017	All Pupils	Pupil Premium	Not Pupil Premium
%	70% (21/30 chn)	71% (5/7 chn)	70% (16/23 chn)

Barriers to Learning:

- Limited access to language and poor literacy skills alongside lower starting points in some areas.
- Extrinsic barriers to achieving aspirations
- Parenting
- Narrow experience of life outside school

Actions:
Once the children were assessed and areas identified targeted support was given in the following ways.

- Small group phonic support

- Precision teaching
- Small group guided writing support
- Targeted guided reading groups
- Focused number work

The Pupil Premium pupils achieved on par with the rest of their cohort.

FUTURE ACTION:

- Establish early pupils to target and have clear action plan to support these pupils.
- The school's Pupil Premium Champion will meet on a half termly basis with the EYFS team to discuss those pupils who are eligible for the pupil premium grant and track their progress and impact of interventions more closely.
- The outcomes from these meetings will be fed back to the SMT during Pupil Progress meetings, points raised discussed and actioned where necessary.

Phonics
Class Total :30
Pupil Premium eligibility: 7 (23%) in Year 1, 3 (10%) in Year 2

Phonics 2017	All Pupils	Pupil Premium	Not Pupil Premium
Year 1	83% (25/30)	57% (4/7)	91% (21/23)
Year 2	97% (29/30)	100% (3/3)	96% (26/27)

Out of the 5 pupils (17%) who did not pass the Phonics screening test, 3 of these pupils were eligible for pupil premium grant. One of these children has speech and language difficulties and the other has special educational needs.

Barriers to Learning:

- Delay in basic skills
- Specific additional needs.

Actions:

The use of Precision teaching, smaller focused phonic groups, booster sessions and an after school phonics club has had a positive impact. Also the delivery of Family Learning course focusing on literacy and a parental phonics workshop.
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FUTURE ACTION:

- To continue small focus groups across the year.
- Target children for Precision Teaching.
- Continue with small group booster sessions.
- To maintain the high level of support in KS1
- 'Invitation' of targeted children to Phonic after school club

KS 1 End of Key Stage Assessments

Class total: 30
Pupil Premium Eligibility: 7 (23%)

	Reading			Writing			Maths		
	WT	Exp	GD	WT	Exp	GD	WT	Exp	GD
All (30)	20%	53%	27%	30%	60%	10%	20%	67%	13%
Pupil Premium (7)	14%	43%	43%	43%	57%	0%	29%	28%	43%
Non Pupil Premium (23)	22%	56%	22%	26%	61%	13%	17%	79%	4%

WT- Working Towards; Exp- Expected Standard; GD- Greater Depth

The majority of premium pupils at the end of key stage 1 are working at the same level as their peers or better in reading and maths. However, writing at the expected level and greater depth are both areas that school needs to focus on for the next academic year.

Barriers to learning:

- Poor basic skills
- Environmental factors have had a substantial impact on learning and emotional well-being.
- Physical health
- Attendance and punctuality
- Support from outside agencies

Actions:

- Small group support
- Precision teaching
- Nurture groups
- 1 to 1 support
- EWO support/meetings
- Purchase of essential school items

FUTURE ACTION:

- Training to secure greater depth through the use of Singapore Maths to raise standards across the key stage.
- Training to develop greater depth and challenge in writing.
- Continue with phonic intervention and after school phonics club.
- Ensure that all pupils eligible for PP are accessing support.
- Greater focus on spelling.
- Provide a qualified teacher for extra support across EYFS and KS1.

KS2 End of Key Stage Results
Class Total: 32
Pupil Premium Eligibility: 8 (25%)

The Percentage of children achieving expected or above											
	Reading			Writing			Maths			R\W\M	
	WT	EXP	GD	WT	EXP	GD	WT	EXP	GD	WT	EXP
All	28%	56%	16%	19%	72%	9%	19%	53%	28%	34%	66%
PP	50%	37%	13%	37%	50%	13%	37%	63%	0%	75%	25%
NPP	21%	62%	17%	12%	80%	8%	12%	50%	38%	21%	79%

The data indicates that by the end of KS2 the pupil premium pupils did not attain as well as their peers. However, on progress these children made average progress scores of -2.21 in reading; +9.78 in writing and +11.3 in maths. Awaiting the release of national data for further comparisons.

Barriers to learning:

- Attendance and punctuality
- Environmental factors have had a substantial impact on learning
- Support from outside agencies
- SEN

Actions:

- 1 to 1 nurture support from Pupil Champion
- Small group focus work
- Referrals to outside agencies
- Homework support
- EWO support
- Provide a qualified teacher for extra support across KS2.

FUTURE ACTION:

- Closer monitoring of focused interventions for all identified pupil premium children.
- Greater accountability of impact of interventions.
- More focus on more able pupils.
- Continue to provide a qualified teacher for extra support across KS2.
- More focus and monitoring of the planning and teaching of Reading, especially in Year 6.

Summary

The additional pupil premium funding has shown that the strategies that have been implemented over time have been successful and have had a positive impact on the progress, standards and achievement of those pupils entitled to the additional funds and most importantly shows that the school is narrowing the gap. In order to narrow it further there will be a more rigorous tracking and monitoring of each individual's needs.

To be reviewed in July 2018