

St. Bede's Catholic Infant School

Pupil Premium Strategy 2016-17 (Funding allocated updated April 2017. Reviewed September 2017)

Information for Parents

*(Information accurate at time of publication)*

*Pupil Premium is additional funding paid by means of a specific grant based on the school census figures for pupils registered and eligible at any period in the last 6 years for Free School Meals (FSM) or pupils who have been looked after for one day or more or were adopted from care. These pupils are referred to by the DfE as 'disadvantaged', although they are from all ability levels. It is for schools to decide how the pupil premium is best spent to serve the needs of their disadvantaged children.*

*The DfE have acknowledged that Pupil Premium funding is allocated for each financial year but has asked that schools refer to the academic year. Therefore in September the funding will reflect allocations up to the end of the financial year (31.3) and then be updated.*

*Pupil Premium was based on 38 pupils and school has received £52 576 for the academic Year 2016-17.*

*The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.*

*The main barriers to learning and achievement for our pupils are language and communication skills, literacy skills and personal and social development. Historically Pupil Premium children as a group in school also have a high percentage of children identified as SEN in comparison to the whole cohort.*

*We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.*

*Sir John Dunford a National Pupil Premium Champion for the Government advises that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.*

*The Sutton Trust and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.*

*In line with our Mission Statement Pupil Premium has been and will continue to be deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.*

*The Headteacher and Staff as appropriate regularly and rigorously monitor and evaluate the impact of strategies employed. Plans for the deployment and evaluation of the impact of Pupil Premium is a standing agenda item at Governing Body Committee Meetings and is reported in the Headteacher's Termly Report to Governors. This ensures a strong focus on Pupil Premium by Governors.*

*Specific allocation of the funding and the impact of its deployment is detailed below in the reviewed 2016-17 Strategy Action Plan. Copies are included in the School Development Plan and on the school website.*

*(A copy is available on request from the school office free of charge)*

*Excellent standards across all year groups have been maintained in 2017 and sustained over many years. Historically by the end of Key Stage 1 school Pupil Premium pupils as a group have consistently performed at least equal to or better than other pupils nationally. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school. There is no national progress measure for an Infant school. However in terms of school flags and tracking all pupil premium children make significant progress across all year groups. (The ratio of SEN children within these groups is taken into consideration when evaluating impact and success criteria)*

*A member of our teaching staff was trained as a Pupil Premium Reviewer in November 2016.*

Data outcomes will be updated on release of DfE National Data

National End of Key Stage 1 Terminology key:

Pre Key Stage Foundation- (PKF)

Working Towards the Expected Standard (WTS)

Working at the Expected Standard (EXS)

Working at Greater Depth within the Expected Standard (GDS)

Pupil Premium (PP Disadvantaged)

Other (Non Disadvantaged)

Key Stage 1 Teacher Assessment Outcomes															
	National 2017 DfE Data				School 2017 DfE Data						Internal School Data 2017		Attainment Gap School PP National Other		
	* All EXS +	* All GDS	*Other EXS +	*Other GDS	All EXS + (9SEN)	All GDS (9 SEN)	PP EXS + 17 (5 SEN)	PP GDS 17 (5 SEN)	Other EXS + 58 (4 SEN)	Other GDS 58 (4 SEN)	PP Non-SEN EXS + 12	PP Non-SEN GDS 12	EXS+	GDS	
Reading	76%	25%	79%	28%	84%	44%	75%	38%	86%	46%	100%	58%	-4%	+10%	
Writing	68%	16%	72%	18%	83%	28%	75%	19%	85%	31%	100%	33%	+3%	+1%	
Maths	75%	21%	79%	23%	84%	39%	69%	31%	88%	41%	100%	50%	-10%	+8%	

There were no school pupils working at PKF

Phonics Screening Outcomes 2017 DfE Data						
	Year 1			Year 2 (Cumulative)		
	National	School	Attainment Gap School PP and National Other	National DfE Validated Data February 2017 (2016 Outcomes)	School 2017	Attainment Gap School PP and National Other
All	81%	85%	+6%	92%	96%	-5%
PP		90%			88%	
Other	84%	84%		93% (2016)	98%	

EYFS Good Level of Development							
2016	National 2017 Outcomes			School 2017 Outcomes			
	*All	Ever 6 FSM	Non-Ever 6 FSM	All 75 (15 SEN)	Ever 6 FSM	Non-Ever 6 FSM	Internal School Data PP Non-SEN
	71%	57%	73%	70%	27%	77%	50%

**St. Bede's Catholic Infant School Pupil Premium**

**Strategy/Action Plan 2016-17 (Total Allocation 1.9.16-31.8.17 £52 576) (38 PP)**

**(Cross reference to English, Maths, PSHCE, Early Years and Staffing Action Plans in SDP)**

Development Target/Aim	Action/Strategies	Personnel Responsible	Time Scale	Cost	Success Criteria	Impact Evaluation
<p>To remove barriers to learning To ensure all children achieve their potential</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school in reading, writing and maths</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>Flexible deployment of a floating teacher to work with groups of children including more able</p> <p>Flexible deployment of TAs to work across year groups, in particular focusing on pp with additional needs and/or vulnerabilities</p> <p>Focus on barriers to learning</p> <p>Clear entry and exit criteria in place Refine groups</p> <p>Provide additional resources for any children requiring specialist provision. 5 Minute Boxes</p> <p>Pupil progress reviews half-termly during staff meetings</p> <p>Pupil progress focus of staff appraisals</p> <p>Evaluation and rationale for any gaps</p>	<p>Mrs Paton Miss Coughlan Miss Scragg All staff</p>	<p>Ongoing</p> <p>18.10.16 13.12.16 31.1.17 28.3.17 23.5.17 25.7.17</p> <p>Week Beginning 26.9.17 6.2.17 17.7.17 See pupil progress meetings and July data 2017</p>	<p>£12 700</p> <p>£38 694</p> <p>£215.18</p>	<p>Individual needs met, all achieving their potential</p> <p>Monitoring and evaluation activities evidencing challenged progress</p> <p>On entry gaps narrowing across year groups</p> <p>Maintain no gap between PP school and nationally in reading, writing and maths</p> <p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>Cross reference to data outcomes above demonstrating by the end of Key Stage 1 the significant attainment of school PP children as compared to other children nationally.</p> <p>Pupil Premium children made outstanding progress in terms of school flags across Key Stage 1 in reading, writing and maths in comparison to the Non-Pupil Premium Group when SEN is removed. The vast majority of children met their challenging individual targets across all year groups. Children with pupil premium funding were identified for either literacy intervention or challenge groups receiving 1:1 support or group intervention as appropriate. Teacher led groups focused on reading and writing and provided challenge to support</p>

						<p><b>achievement of targets. Progress towards targets and impact of interventions were monitored regularly throughout the year as timetabled during pupil progress meetings.</b></p> <p><b>The high focus on Pupil Premium children is evident in Provision Mapping for all Year Groups.</b></p> <p><b>GLD outcomes for the EYFS Pupil premium Group exceeds expectations from on entry baseline assessment. 5 children achieved GLD.</b></p> <p><b>5 children achieved the ELG in Reading and Writing and 9 children achieved the ELG in Number.</b></p> <p><b>All EYFS Pupil Premium children made at least expected progress in Reading, Writing and Maths.</b></p> <p><b>In Reading and Writing 7 children made exceeded progress with 4 of these achieving the ELG.</b></p>
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						<p><b>In Number 9 children made exceeded progress with 7 of these achieving the ELG.</b></p> <p><b>In Reading and Number 1 PP child exceeded the ELG</b></p> <p><b>New resources purchased supported children across the year groups as monitored in observations.</b></p> <p><b>These children will continue to receive interventions as appropriate to support progress and narrow school and national gaps.</b></p>
<p><b>To support high standards of teaching and learning in reading and writing through effective home school partnerships</b>  <b>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading and in Years 1 and 2 in Phonics</b></p>	<p><b>Purchase phonics books up to Phase 5 with activities to access as homework.</b></p> <p><b>Monitor use and impact</b></p>	<p><b>Mrs Bird (Miss Scragg two terms)</b></p>	<p><b>Sept 2016</b></p> <p><b>Ongoing June 2016</b></p>	<p><b>£356</b></p>	<p><b>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics</b>  <b>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</b>  <b>All PP children in Year 2 to meet KS1expected phonics standard</b>  <b>Application of basic skills at flag 2 and above evident in work.</b></p>	<p><b>80% of school Pupil Premium children in year 1 met the phonics expected standard in 2017. (83% nationally other children 2016)</b>  <b>All but 2 school Pupil Premium children (88%) met the phonics expected standard in year 2 (93% nationally other children 2016)</b></p> <p><b>Phonics/grammar books were purchased and were distributed at the beginning of the term.</b></p>
	<p><b>Purchase punctuation and grammar books for Phase 6 to access as homework.</b></p> <p><b>Monitor use and impact</b></p>	<p><b>Mrs Bird (Miss Scragg two terms)</b></p>	<p><b>Sept 2016</b></p> <p><b>Ongoing July 2017</b></p>			

						<p>Children enjoyed using their phonics or grammar book at home. Monitoring evidencing children applying skills in class as a result of extra resources. See Phonics screening results and end of Key Stage results for impact.</p>
	<p><b>Purchase resources for Just Imagine home reading for pleasure initiative</b></p> <p><b>Monitor use and impact</b></p>	Miss Scragg	<p>Sept 2016</p> <p>Ongoing July 2017</p>		<p>Children regularly changing and sharing their books with their family. Children enjoying wider variety of books at home impacting positively on their reading and writing targets in school. Positive impact on other areas of development including social skills and speaking and listening.</p>	<p>Books were in place in time for September and book bags were distributed. Children were encouraged across the school to choose books for reading and sharing at home.</p> <p>Monitoring and pupil and parent feedback evidencing Just Imagine books and bags were used frequently by all children across the school engendering a love of a wider genre of reading.</p>
<p>To ensure social and emotional well-being of all children. Focus: extend social, emotional health and well-being programmes</p>	<p>Adapt and add to Silver SEAL for TA small group work and nurture Interventions</p> <p>Purchase Nurture Group resources Puppets</p>	Miss Scragg	Ongoing As needed	<p>Cost in staff deployment budget above £151.66 £107. 91</p>	<p>Small group 1:1 Emotional Literacy support in place, with appropriate content</p>	<p>In-class and small groups were identified as needed and appropriate to support children's individual needs.</p> <p>Monitoring and evaluation evidencing activities supporting social and emotional development.</p>

	<p>Mrs Ardani, Mrs Cross to lead sessions for the Sunbeam programme for children identified by class teachers and/or data collected from SEAL questionnaires/parent request.</p>	<p>Miss Scragg Mrs Ardani, Mrs Cross</p>	<p>Nov (12 Weeks)</p>	<p>Cost included in staff deployment budget above</p>	<p>Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p>	<p>Sunbeams was again a great success with very positive feedback from all children and their parents and carers. Mrs Cross and Mrs Ardani felt that the children had made great progress, enjoyed working in the small group and had been able to discuss their feelings confidently and openly.</p> <p>Pupil, staff and parent response evidencing impact on social and emotional well-being. We will continue to run the programme in the coming year.</p>
<p>To encourage the children's participation in Children's University</p>	<p>Children to contribute towards their hours in the Children's University Scheme. Monitoring extra-curricular activities, participation in out of school clubs and visits. Produce overview enabling all staff to ensure maximum participation.</p>	<p>Miss Scragg Mrs Roberts</p>	<p>Ongoing</p>	<p>£240</p>	<p>Children participating in a range of extra-curricular activities and developing skills. Children attending educational visits with family members (including museums, art galleries etc) Children developing their gifts, talents and interests through a wide range of activities. Children gaining an interest in higher education and learning.</p>	<p>All children across Key Stage 1 were enrolled in Children's University Children were encouraged to participate in after school clubs and were all provided with passports to be used at validated sites around the country.</p> <p>The large range of after school activities have encouraged children's participation in extra-curricular activities towards their children's university scheme. (See below)</p>

						The children enjoyed attending the graduation which was well attended by the parents, encouraging the children's aspirations and interest in further education and life-long learning.
<p>To encourage the children's participation in extra-curricular activities.</p> <p>To encourage children to use and develop gifts and talents</p>	<p>Funding extra-curricular activities for Pupil Premium children. Providing additional resources for any children requiring specialist provision.</p>	Mrs Bird	As identified	£200 (contingency)	<p>Children to be accessing more extra-curricular activities encouraging talents and gifts. Children having a wide range of resources to enable them to meet their targets within the classroom or to promote their development.</p>	<p>All but 1 Pupil Premium child across key Stage 1 attended at least 1 extra-curricular club.</p> <p>Children were encouraged to participate in a range of activities and support was available had it been needed – including support and resources.</p> <p>Children identified as being gifted and talented were encouraged to participate in a range of activities across the school to enhance their talents and be able to develop skills further.</p> <p>Additional funds used as required for children in key stage one for additional activities. Money for specialist provision wasn't required during this academic year for pupil premium children.</p>