

St. Bede's Catholic Infant School

Pupil Premium Strategy 2017-18 (Funding allocated 1.9.17-31.8.18)

Information for Parents

(Information accurate at time of publication)

<i>Summary Information St. Bede's Catholic Infant School Halton LA</i>					
<i>Pupil Premium Champions</i>	<i>Miss J Scragg Trained Pupil Premium Reviewer (November 2016) Mrs A Bird SENCO</i>				
<i>Academic Year</i>	<i>2017-18</i>	<i>Total pupil Premium Grant</i>	<i>£51 920 (1.9.17-31.8.18)</i>	<i>Date of most recent Pupil Premium Review</i>	<i>September 2017</i>
<i>Number on roll</i>	<i>234</i>	<i>Number of eligible pupils</i>	<i>44</i>	<i>Date of internal reviews of this strategy</i>	<i>December 2017 March 2018 July 2018</i>

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.

Specific allocation of the funding for the current year is detailed in the Pupil Premium Strategy Action Plan for 2017-18 and the impact of the deployment of the previous years funding is detailed in the reviewed Pupil Premium Strategy Action Plan for 2016-17. Copies are posted on the school website and are also included in the School Development Plan (A hardcopy is available from the school office).

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

Current Attainment

Excellent standards across all year groups have been maintained 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)

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 2018 Data (Unvalidated)						Attainment Gap School PP National Other	
	* All EXS +	* All GDS	*Other EXS +	*Other GDS	All 73 (16 SEN) EXS +	All 73 (16 SEN) GDS	PP 13 (2 SEN) EXS +	PP 13 (2 SEN) GDS	Other 60 (14 SEN) EXS +	Other 60 (14 SEN) GDS	EXS+	GDS
Reading	76%	25%	79%	28%	86%	45%	85%	38%	90%	43%	+6%	+10%
Writing	68%	16%	72%	18%	85%	30%	85%	31%	87%	30%	+13%	+13
Maths	75%	21%	79%	23%	90%	38%	85%	31%	92%	40%	+6%	+8%

There were no school pupils working at PKF

Phonics Screening Outcomes Data						
	Year 1			Year 2 (Cumulative)		
	National 2017 DfE	School 2018 Data (Unvalidated)	Attainment Gap School PP and National Other	National 2017 DfE	School 2018 Data (Unvalidated)	Attainment Gap School PP and National Other
All	81%	90%	-4%	92%	95%	+7%
PP	68%	80%		84%	100%	
Other	84%	84%		93%	97%	

EYFS Good Level of Development							
	National 2017 Outcomes			School 2018 Outcomes (Unvalidated)			
	*All	Ever 6 FSM	Non-Ever 6 FSM	All 83 (19 SEN)	Ever 6 FSM 20 (7 SEN)	Non-Ever 6 FSM 63 (12 SEN)	Internal School Data PP Non-SEN (13)
	71%	57%	73%	71%	50%	78%	77%

Main Barriers to Learning to future Attainment/Evidence of Barriers
(For pupils eligible for Pupil Premium, including high ability)

Baseline and ongoing assessment over many years evidences that 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.

Ongoing observation and assessment of individual children's needs is undertaken across all year groups throughout the year and these needs are identified in Personalised Learning Records.

Pupil Progress meetings are undertaken at least half termly which facilitate staff discussion and planning to support all children including focusing on long term or transient needs and barriers as they arise. These may include for example attendance, poor health, attitudes to learning, parenting or safeguarding concerns or narrow experience of life outside of school.

Rationale and evidence base for chosen approach

Sir John Dunford National Pupil Premium Champion for the Government advised 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 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.

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.

Provision

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.

Monitoring and Evaluation

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.

Trained Pupil Premium Reviewer

Miss Scragg who is a senior member of our teaching staff was trained in November 2016 as a Pupil Premium reviewer.

Miss Scragg (as above) and Mrs Paton (EYFS/Assessment co-ordinator) are also members of HBC 'Diminishing the Difference Working Group'.

St. Bede's Catholic Infant School Pupil Premium Strategy/Action Plan 2017-18

(Funding Allocation 1.9.17-31.8.18 £51 920) (44 PP)

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

Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
<p>To remove barriers to learning</p> <p>All children achieve their potential and maximise progress</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and 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>Focus on barriers to learning</p> <p>Clear entry and exit criteria in place for intervention strategies/groups</p> <p>Flexible deployment of a floating teacher to work with groups of children focus more able PP</p> <p>Flexible deployment of TAs to work across year groups, in particular focusing on pp with additional needs and/or vulnerabilities</p> <p>Provide additional resources for any children requiring specialist provision 5 Minute Boxes; Toe by Toe</p> <p>Undertake following Monitoring and Evaluation Activities:</p> <p>Pupil progress reviews half-termly Refine intervention strategies/ groups</p> <p>Pupil progress focus of staff appraisals</p>	<p>Miss Coughlan Miss Scragg Mrs Bird All staff</p> <p>Mrs Bellard</p>	<p>Ongoing</p> <p>17.10.17 19.12.17 30.1.18 27.3.18 22.5.18 24.7.18</p> <p>Week Beginning 25.9.17 5.2.18 24.7.18</p>	<p>£8177</p> <p>£43 217</p>	<p>Individual needs met, all children achieving their potential</p> <p>Monitoring and evaluation activities evidencing challenged progress</p> <p>On entry gaps between PP and non-PP in school narrowing across year groups</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. 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.</p>

	<p><u>Writing</u> Lesson Observations/Pupil Voice</p> <p>Planning/Work Scrutiny/Assessment</p> <p><u>Reading</u> Reading Observations/Pupil Voice</p> <p>Planning/Work Scrutiny/Assessment</p> <p><u>Maths</u> Lesson Observations/Pupil Voice</p> <p>Planning/Work Scrutiny/Assessment</p> <p>Evaluation of outcomes and rationale for any gaps</p>		<p>13.10.17 & 15.12.17</p> <p>26.3.18 & Ongoing</p> <p>16.1.18 & 17.1.18</p> <p>4.12.17 & Ongoing</p> <p>6.3.18</p> <p>10.10.17 & 6.3.18</p> <p>July 2018 data And on release of national data</p>			<p>Teacher led groups focused on reading and writing and provided challenge to support achievement of targets. Progress towards targets and impact of interventions were monitored regularly throughout the year as timetabled during pupil progress meetings.</p> <p>The high focus on Pupil Premium children is evident in Provision Mapping for all Year Groups.</p> <p>GLD outcomes for the EYFS Pupil premium Group exceeds expectations from on entry baseline assessment. 10 children achieved GLD.</p> <p>7 of the 10 children who did not achieve GLD were SEN.</p> <p>14 children (70%) made expected progress in Reading. 15 children (75%) made expected progress in writing. 17 children (85%)</p>
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						<p>made expected progress in Maths. 14 children (70%) made at least expected progress in Reading, Writing and Maths combined.</p> <p>In Reading 10 (50%) children made exceeded progress and all of them achieved the ELG.</p> <p>In Writing 12 (60%) children made exceeded progress with 10 of them achieving the ELG</p> <p>New resources purchased supported children across the year groups as monitored in observations. These children will continue to receive interventions as appropriate to support progress and narrow school and national gaps.</p>
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Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
<p>High standards of teaching and learning in reading and writing supported through effective home school partnerships By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics</p>	<p>Purchase phonics books up to Phase 5 with activities to access as homework.</p> <p>Monitor use and impact</p>	Mrs Bird	<p>Sept 2017</p> <p>Ongoing June 2018</p>	£100	<p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard</p> <p>Application of basic skills at flag 2 and above evident in work.</p>	<p>80% of school Pupil Premium children in year 1 met the phonics expected standard in 2018. (84% nationally other children 2017)</p> <p>All (100%) Pupil Premium children met the phonics expected standard in year 2 (93% nationally other children)</p> <p>Phonics/grammar books were purchased and were distributed at the beginning of the term.</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>Purchase punctuation and grammar books for Phase 6 to access as homework.</p> <p>Monitor use and impact</p>	Mrs Bird	<p>Sept 2017</p> <p>Ongoing July 2018</p>			

	<p>Purchase resources for Just Imagine home reading for pleasure initiative</p> <p>Monitor use and impact</p>	<p>Mrs Bird Miss Hesling</p>	<p>Sept 2017</p> <p>Ongoing July 2018</p>	<p>£46</p>	<p>Children regularly changing and sharing their books with their family.</p> <p>Children enjoying wider variety of books at home impacting positively on their reading and writing targets in school.</p> <p>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>
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Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
<p>The social, emotional, health and well-being of all children ensured impacting upon readiness to learn.</p> <p>Focus: continue 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>Evaluate impact including feedback from parents and pupils</p> <p>Use Nurture Group resources e.g. 60 Sensory Minutes Worry Monsters</p> <p>Monitor implementation and impact</p>	Miss Scragg	<p>Ongoing As needed</p> <p>July 2018</p> <p>Sept 2017</p> <p>Ongoing July 2018</p>	Cost included in staff deployment budget above	Small group 1:1 Emotional Literacy support in place, with appropriate content impacting upon social and emotional well-being and learning.	<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>Sunbeams Parent and Child Celebration Event</p> <p>Evaluate impact including feedback from parents and pupils</p>	Miss Scragg Mrs Ardani, Mrs Cross	<p>Nov (10 Weeks)</p> <p>2.3.18</p> <p>March 2018</p>	Cost included in staff deployment budget above	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>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>

Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
<p>Participation in Children's University across Key Stage 1 impacting upon aspirations and self-esteem supporting the achievement of potential.</p>	<p>Children to contribute towards their hours in the Children's University Scheme through attendance at extra-curricular activities.</p> <p>Produce overview of attendance at clubs and review termly enabling all staff to ensure maximum participation.</p> <p>Children's and Parents University Graduation Ceremony</p>	<p>Miss Scragg Mrs Roberts</p>	<p>Ongoing July 2018</p> <p>Termly</p> <p>19.7.18</p>	<p>£180</p>	<p>100% of PP children having the opportunity to participate in a range of extra-curricular activities and the opportunity to develop skills.</p> <p>100% of PP children to attend at least 1 extra-curricular club across Key Stage 1</p> <p>Children's gifts and talents developed and interests broadened through a wide range of activities in and outside of school.</p> <p>Children aspiring to higher education and learning.</p>	<p>All children across Key Stage 1 were enrolled in Children's University</p> <p>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> <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>

Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
<p>All Pupil Premium children attend at least 1 extra-curricular activity developing and using their gifts and talents to the full.</p>	<p>Funding extra-curricular activities for Pupil Premium children. Providing additional resources for any children requiring specialist provision.</p> <p>Monitor participation Produce overview enabling all staff to ensure maximum participation.</p>	<p>Mrs Bird Mrs Bellard</p>	<p>As needed</p> <p>Ongoing July 2018</p>	<p>£200</p>	<p>100% of PP children having the opportunity to participate in a range of extra-curricular activities and to develop skills. 100% of PP children to attend at least 1 extra-curricular club across Key Stage 1 Children accessing extra-curricular activities encouraging talents and gifts.</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>