

St. Bede's Catholic Infant School

Pupil Premium Strategy 2018-19 (Funding allocated (1.9.18-31.3.19))

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 Miss J Coughlan/Miss J Scragg SENCO</i>				
<i>Academic Year</i>	<i>2018-19</i>	<i>Total pupil Premium Grant</i>	<i>£36 190 (1.9.18-31.3.19) Funding to be updated on the 1.4.19</i>	<i>Date of most recent Pupil Premium Review</i>	<i>July 2018</i>
<i>Number on roll</i>	<i>243</i>	<i>Number of eligible pupils</i>	<i>48</i>	<i>Date of internal reviews of this strategy</i>	<i>December 2018 March 2019 July 2019</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 2018-19 and the impact of the deployment of the previous years funding is detailed in the reviewed Pupil Premium Strategy Action Plan for 2017-18. 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. From EYFS Baseline and 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)

Charts are updated on release of DfE data

Key Stage 1 Teacher Assessment Outcomes												
	National 2018 DfE Data				School 2018 Data						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	75%	26%	78%	28%	86%	45%	85%	38%	90%	43%	+7%	+10%
Writing	70%	16%	73%	17%	85%	30%	85%	31%	87%	30%	+12%	+14%
Maths	76%	22%	79%	24%	90%	38%	85%	31%	92%	40%	+6%	+7%

There were no school pupils working at PKF

Phonics Screening Outcomes Data						
	Year 1			Year 2 (Cumulative)		
	National 2018 DfE	School 2018 Data (Unvalidated)	Attainment Gap School PP and National Other	National 2018 DfE	School 2018 Data (Unvalidated)	Attainment Gap School PP and National Other
All	83%	90%	-4%	92%	95%	+7%
PP		80%			100%	
Other	84%	84%		93%	97%	

EYFS Good Level of Development							
	National Outcomes			School 2018 Outcomes			
	*All (2018)	Ever 6 FSM (2017)	Non-Ever 6 FSM (2017)	All 83 (19 SEN)	Ever 6 FSM 20 (7 SEN)	Non-Ever 6 FSM 63 (12 SEN)	Internal School Data PP Non-SEN (13)
	71.5%	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 is a trained Pupil Premium reviewer.

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

St. Bede's Catholic Infant School Pupil Premium Strategy/Action Plan 2018-19

(Funding Allocation 1.4.18-31.3.19 £36 190 to be updated 1.4.19) (48 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</p> <p>Undertake following Monitoring and Evaluation Activities:</p> <p>Pupil progress reviews half-termly</p> <p>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 Jackson</p>	<p>Ongoing</p> <p>10.10.18 19.12.18 30.1.19 25.3.19 15.5.19 24.7.19</p> <p>Week Beginning 26.9.18 6.2.19 23.7.19</p>	<p>£9895</p> <p>£25 313</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 by the end of KS1.</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><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>6.11.18, 9.11.18 12.11.18</p> <p>10.10.18, 12.12.18 6.3.19 & Ongoing</p> <p>3.12.18 Ongoing</p> <p>10.10.18, 12.12.18 6.3.19 & Ongoing</p> <p>25.3.19</p> <p>10.10.18, 12.12.18 6.3.19 & Ongoing</p> <p>July 2019 data And on release of national data</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
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	Purchase phonics books up to Phase 5 with activities to access as homework. Monitor use and impact	Miss Scragg Mrs Bird	Sept 2018 Ongoing July 2019	£200	End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics At least 80% of pp children in Year 1 to meet KS1expected phonics standard All PP children in Year 2 to meet KS1expected phonics standard Application of basic skills at flag 2 and above evident in work.	
	Purchase punctuation and grammar books for Phase 6 to access as homework. Monitor use and impact	Miss Scragg Mrs Bird	Sept 2018 Ongoing July 2019			
	Purchase resources for Just Imagine home reading for pleasure initiative Monitor use and impact	Miss Hesling	Sept 2018 Ongoing July 2019	£50	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.	

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>Use Nurture Group resources e.g. 60 Sensory Minutes, Worry Monsters</p> <p>Monitor implementation and impact including feedback from parents and pupils</p>	Miss Scragg	<p>Ongoing As needed</p> <p>Sept 2018</p> <p>Ongoing July 2019</p>	<p>Cost included in staff deployment budget above</p>	<p>Small group 1:1 Emotional Literacy support in place, with appropriate content impacting upon social and emotional well-being and learning.</p>	
	<p>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>Purchase resources</p> <p>Sunbeams Parent and Child Celebration Event</p> <p>Evaluate impact including feedback from parents and pupils</p>		<p>Miss Scragg Mrs Cross</p> <p>Nov 2018- Feb 2019 (10 Weeks)</p> <p>5.3.19</p> <p>March 2019</p>			
<p>To support children to work collaboratively, critically, creatively and caringly.</p>	<p>Implement Philosophy for Children (P4C) Programme across year groups</p> <p>Establish school debating team to work collaboratively with PLN schools</p> <p>Purchase P4C resources</p> <p>Monitor implementation and impact including feedback from parents and pupils</p>	Miss Scragg	<p>Weekly 30 mins</p> <p>Termly</p>	<p>Cost included in staff deployment budget above £200</p>	<p>Small group programme impacting upon social and emotional well-being and learning.</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p>	

Desired Outcomes	Action/Strategies (Including monitoring and evaluation of effective implementation)	Personnel Responsible	Time Scale	Planned expenditure	Success Criteria	Impact Evaluation
Participation in Children's University across Key Stage 1 impacting upon aspirations and self-esteem supporting the achievement of potential.	<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>	Miss Scragg Mrs Roberts	<p>Ongoing July 2019</p> <p>Termly</p> <p>19.7.19</p>	£200	<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>	
All Pupil Premium children attend at least 1 extra-curricular activity developing and using their gifts and talents to the full.	<p>Funding extra-curricular activities for Pupil Premium children.</p> <p>Providing additional resources for any children requiring specialist provision.</p> <p>Monitor participation</p> <p>Produce overview enabling all staff to ensure maximum participation.</p>	Mrs Bird Mrs Bellard	<p>As needed</p> <p>Ongoing July 2019</p>	£200	<p>100% of PP children having the opportunity to participate in a range of extra-curricular activities and to develop skills.</p> <p>100% of PP children to attend at least 1 extra-curricular club across Key Stage 1</p> <p>Children accessing extra-curricular activities encouraging talents and gifts.</p>	