



## PUPIL PREMIUM STRATEGY STATEMENT: ST BEDE'S RC PRIMARY SCHOOL

**2018-2019**

1. Summary Information					
School	St Bede's RC Primary School				
Academic Year	2018-2019	<b>Total PP budget</b>	£50,120	Date of most recent PP Review	
Total Number of Pupils	273	<b>Number of pupils eligible for PP</b>	39	Date for next internal review of this strategy	

2. End of Year Data 2017-2018 (latest information)		
Key Stage 2 – End of Year 6	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	33%	70%
Progress Score for reading	-0.5	+0.3
Progress Score for writing	-2.2	+0.2
Progress Score for maths	-0.8	+0.3
% achieving expected standard or above in reading	67%	80%
% achieving expected standard or above in writing	67%	83%
% achieving expected standard or above in maths	67%	81%
Key Stage 1 – End of Year 2		
% achieving expected standard or above in reading	100%	79%
% achieving expected standard or above in writing	100%	74%
% achieving expected standard or above in maths	75%	80%
% achieving expected standard in Phonics Screening – Year 1	80%	85%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In- school barriers (issues to be addressed in school, such as poor oral language skills)</b>		
A	Progress scores for disadvantaged pupils in KS2 below National in Reading, Writing and Maths	
B	Persistent absences for PP in 2017-2018 was ?% and for non PP pupils ?%. This reduces the number of hours PP pupils attend school.	
C	Enrichment support	
D	Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers	
<b>4. Intended Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Progress scores have improved for disadvantaged pupils in KS2 in RWM	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Pupils eligible for PP make progress in line with non-PP pupils across KS2</li> <li>• Half termly pupil progress meetings to discuss PP progress</li> <li>• Clear defined targets are in place for PP pupils</li> <li>• Targeted pupils are supported 1:1 or small group by a TA/HLTA/Teacher</li> <li>• Resources purchased</li> </ul>
B	Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>• Attendance for PP pupils to be 95% or higher.</li> <li>• Weekly monitoring of PP pupils attendance by Business Manager/SLT</li> <li>• Close the gap between PP pupils and others</li> <li>• Work with parents</li> </ul>
C	Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary.	<ul style="list-style-type: none"> <li>• PP pupils involved in enrichment opportunities</li> <li>• Targeted PP pupils supported with wrap around care</li> <li>• Fewer welfare issues are recorded for PP pupils</li> <li>• Involvement with other agencies</li> </ul>
D	Social, emotional and mental health issues have been improved	<ul style="list-style-type: none"> <li>• 'Go to' person for support in place</li> <li>• Agency support – Ed Psych, CAMHS</li> <li>• Parent and pupil voice questionnaires</li> </ul>

**5. Planned Expenditure**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support school strategies

**1. Universal Provision**

<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence/Rationale</b>	<b>Impact</b>	<b>Staff Lead</b>	<b>Review</b>
A Improved attainment for pupils eligible for PP funding in Reading	Accelerated Reader - daily reading VIPERS – weekly comprehension Whole Class Text-daily Phonics – RWInc Daily GPS  Quality First Teaching  1:1 or small group work	Children’s reading and vocabulary improves when they experience a daily and systematic approach	Develop the Reading curriculum in order to drive high expectations in all year groups.  Pupils results improve each term  Ensure that reading is taught systematically across the school.	English Lead SLT	October 2019
A Improved attainment For pupils eligible for PP funding in Mathematics	To implement and use a Maths scheme (Power Maths)  Teaching through Mastery – through a practical investigative approach to Maths.	Pupils develop a greater confidence with numbers, and a much deeper understanding of what the numbers are representing	Results in Maths has improved for all pupils and especially PP pupils	Maths Lead SLT	October 2019

	Quality First Teaching 1:1 or small group work					
A	Improved attainment for pupils eligible for PP funding in Writing	Weekly and daily GPS / Comprehension skills practised.  An extended piece of writing in books every 2 weeks quality marked  Shorter pieces of writing seen in books every week.  Daily practice of phonics to support spelling/reading/writing - RWInc  Quality First Teaching 1:1 or small group work		Results in Writing has improved for all pupils and especially PP pupils	English Lead SLT	October 2019
B	Increased attendance for PP pupils	Daily/Weekly monitoring of PP attendance	Improved attendance for PP children will increase their exposure to high quality teaching	PP absences to be a standing item SLT/BM meetings.  Attendance for PP pupils improved	HT BM SLT	October 2019

	<p>Phone calls, meetings, letters to parents of absent PP pupils</p> <p>Incentives for pupils to come into school – class attendance trophy, golden time, termly £50 for 100% attendance</p>	<p>helping them make greater progress.</p>	<p>Conversations with LA Attendance team</p>		
<p>D. Social and emotional well-being support for all pupils</p>	<p>A 'Go To' person in place for children to talk to</p> <p>SENCO to attend meetings &amp; conferences to support families</p> <p>Support for parents and other siblings</p>	<p>Pupils who are supported with their emotional well-being by an effective family network make better progress. Positive home school partnerships enhance the quality of learning for all pupils.</p>	<p>Pupils access emotional well-being support. Pastoral support provided for pupils and their parents.</p>	<p>TA's</p> <p>Teachers</p> <p>Safeguarding Leads</p>	<p>October 2019</p>
<p>E: Curriculum enhancement and enrichment opportunities</p>	<p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- Residential visits</li> <li>- School visits</li> <li>- Drama/art/music opportunities</li> <li>- After school clubs</li> </ul>	<p>Encouraging pupils to take part in a range of enrichment opportunities such as trips, music and family activities helps to close the gap in learning and attainment.</p>	<p>Disadvantaged pupils have increased access to all enrichment activities. Pupil voice and teacher feedback indicates that extra-curricular activities are held in high regard. Encourage pupils to attend school</p>	<p>All Staff</p> <p>PE Lead</p> <p>SLT</p>	<p>October 2019</p>

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