



Pupil premium strategy statement 2019/20: St Bede's RC Primary School

1. Summary Information					
School					
Academic Year	2019/20	Total PP Budget	£ 53,580	Date of most recent PP Review	June 2019
Total number of Pupils	315	Number of pupils eligible for PP	37	Date for next internal review of this strategy	September 2020

2. Current Attainment	St Bede Disadvantaged Pupils	National Other Pupils
% at the expected standard or higher in reading, writing and maths at KS2	100%	71%
Reading Progress Score	+1.93	+0.31
Writing Progress Score	+2.92	+0.24
Mathematics Progress Score	+1.58	+0.3

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	A higher proportion of PP children not reading at home or reading to the expected standard
B	PP children not achieving to the higher standard across KS2
C	Children with PP having lower attendance
D	PP children not being resilient in their approach to aspects of education and wider school life.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Improve reading attainment for PP children across KS2	PP children to make at least expected progress in reading across KS2
B	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation Practices established across the multi academy trust (MAT).
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP
D	Greater resilience will be shown by pupils in KS2, this will be noted by staff that work with them.	Pupils eligible for PP will demonstrate a resilience in all aspects of school life.

5. Planned expenditure					
Academic Year		2019-20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Universal Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
A: Improve reading attainment for PP children across KS2 B: Improved progress for high attaining pupils	Staff training on Repair the text, Reading vipers Vocabulary Ninja – reducing to vocabulary gap Children to read for a minimum of 30 minutes per day - accelerated reader Target PP children – one to one support by class teacher ½ termly (minimum)	Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching	Use INSET days to deliver training. PP and English lead to monitor impact in the classroom. Effective coaching through phase meetings.	Deputy Head	January 2020

B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils Explore additional opportunities to raise the profile of PP children – school council, Mini Vinnie’s, sports captains.	High ability pupils eligible for PP are making less progress than other higher attaining pupil’s across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply ‘Meeting expected standards’. Teachers to provide one to one conference sessions with PP children on feedback to improve and aspirational targets.	Staff CPD – staff meeting Pupil premium passports created in the teacher PP child learning conference.	Deputy Head	January 2020
Total budgeted cost					£28,580

ii. Targeted Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
A: Improve reading attainment for PP children across KS2	PP children have a personal PP champion, who coaches and regularly checks in with to promote enjoyment for reading, share successes and address any barriers or concerns.	EEF Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy	PP lead will do regular data drops and child questionnaires to rate success of the programme.	PP Lead Class teachers	January 2020

<p>B. Improved progress for high attaining pupils</p>	<p>Weekly small group sessions in maths for high attaining pupils with experienced teacher in addition to standard lessons</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence source such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Pre and post teaching assessment points.</p>	<p>Pupil Premium Coordinator</p>	<p>January 2020</p>
<p>D: Greater resilience will be shown by pupils in KS2, this will be noted by staff that work with them.</p>	<p>HT and DHT to attend ACE training to consider barriers to learning and resilience.</p> <p>Vulnerable children to choose a 'go to' staff member who they can go to in times of need.</p> <p>Wellbeing champion to provide access to mindful activities, sand play, intervention to address needs.</p>	<p>EEF research suggests wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support</p>	<p>SENDco and Safeguarding leads to monitor</p> <p>Children's behavior, attendance improves as a result of children becoming more resilience and seeking support to overcome challenges.</p>		
Total budgeted cost					25,000

6. Review of expenditure

Previous academic year 2018-19

i. Universal Provision

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
<p>Progress scores have improved for disadvantaged pupils in KS2 in RWM</p> <p>Increased attendance rates for pupils eligible for PP</p>	<p>Accelerated Reader -daily reading VIPERS – weekly comprehension Whole Class Text- daily Phonics – RWInc Daily GPS Text book approach to mathematics - Teaching through Mastery – through a practical investigative approach to Maths.</p> <p>Quality First Teaching 1:1 or small group work</p> <p>Daily/Weekly monitoring of PP attendance Phone calls, meetings, letters to parents of absent PP pupils</p> <p>Incentives for pupils to come into school – class attendance trophy, golden time.</p>	<p>Yes end of KS2 data shows an improving picture for PP children.</p> <p>Overall attendance for the school is improving but there are still persistent absentees some of which are PP children</p>	<p>Continue to further embed the English actions. Develop the links between reading and writing.</p> <p>Yes the school will continue to use this approach.</p>

ii. Targeted provision

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
-----------------	--------------------------	--	---

<p>Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary.</p>	<p>Subsidized enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Residential visits - School visits - Drama/art/music opportunities - After school clubs 	<p>Social, emotional and mental health issues are improving. Stronger links with parents for more vulnerable pupils and targeted early intervention is having an impact on the wellbeing of some pupils.</p>	<p>Continue with this approach.</p> <p>More staff training is needed for supporting our most vulnerable pupils.</p>	
--	---	--	---	--

iii. Specialist Provision

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.stbedesrc.co.uk