

Pupil Premium Strategy Statement

Abbey Catholic Primary School



1. Summary information					
School	Abbey Catholic Primary School				
Academic Year	2016/17	Total PP budget	£91,080	Date of most recent PP Review	Richard Sutton Dec 2016
Total number of pupils	420	Number of pupils eligible for PP	68	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36% Year 6 2016	60%
% achieving expected standard in Reading	46%	71%
% achieving expected standard in Writing	55%	79%
% achieving expected standard in Maths	54%	75%
Average progress in Reading	-3.59	
Average progress in Writing	-2.86	
Average progress in Maths	-4.9	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of progress of PP children across school.
B.	Poor oral and social skills of some PP children in Reception.
C.	Poor grammar and basic maths skills with very weak reasoning skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance gap between Pupil Premium children and non-Pupil Premium children.
E.	Non-attendance of some Pupil Premium children on residential visits:

F.	Lack of parental support due to poor literacy and numeracy skills of PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Closing the gap between PP and other nationally in Reading, Writing and Maths through quality first teaching, real life experiences and a broad and balanced curriculum.	The difference between the proportion of PP achieving expected progress and greater depth in Year 2 and Year 6 diminishes, compared to other non PP children nationally. Quality first teaching in all classes - monitored by SMT on learning walks, through Pupil Progress meetings and book scrutinies.
B.	Close the gap between PP and non-PP children in social skills and oral skills in Early Years and Y1. All children successfully achieving basic communication skills within the first year of school.	At least 83% phonics pass rate at the end of Year 1 for all PP children (2016 national for others).
C.	Attendance of PP to will be in line with non-PP children and above the national average.	Attendance of PP to will be in line with non-PP children and above the national average.

5. Planned expenditure					
Academic year	2016/17				
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. Quality of teaching for all					
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 implementation?
Quality first teaching across school for PP children in class, intervention groups and 1:1.	Ensure quality first teaching across school and that there is positive discrimination in supporting provision for our PP children. Developing teacher pedagogy across the school. Use of 20 day challenges for PP children across school.	Quality first teaching including regular feedback verbally and in marking has great impact on learning.	Release phase leaders to coaching and monitor teaching and learning. Holding phase leaders to account with monthly SPG meetings to feedback on strengths, weaknesses and action plans. Termly feedback by headteachers to governors. Use of 20 day challenges.	HT and DHT	April 2017 / June 2017
Total budgeted cost					£42403
ii. Targeted support					
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 implementation?
Oral skills and social skills of PP children are school ready by the end of Reception and supported in Year 1 where there are issues.	WellComm initiative.	Impact of PP WellComm has been 100% in EYFS over past two years as a result of the provision. (+5 Education Endowment Foundation Rating) Increasing numbers of EAL children every year. 2016/2017 21% are PP.	Learning walks of initiative. Review at pupil progress meetings for EYFS and Y1. Ongoing assessment and assessment on graduation of the course.	SENCO and EAL lead including Reception team.	Termly

<p>The difference between the proportion of PP achieving expected and greater depth in Year 2 and Year 6 diminishes, compared to others nationally. Progress of PP children cross school to be inline with non PP children. Where attainment of PP children has fallen behind, progress needs to exceed non PP children.</p>	<p>1:1 catch up interventions and group interventions in phonics, maths, reading and writing. RWInc until basic phonics skills achieved in small, similar ability groups. Catch up phonics interventions focusing on immediate closing of gaps and providing consolidation where required. Interventions in reading, writing and maths where gaps are identified.</p>	<p>1:1 intervention +5 rating with the Education Endowment Foundation (EEF). Quality intervention with experienced TA / teacher or school leader.</p>	<p>Assessments used to identify gaps in learning - Abbey Tracking system used. Ongoing assessments used in phonics to identify where consolidation needed and where there are gaps in learning.</p> <p>Assessment data scrutinised at Pupil Progress meetings.</p> <p>Progress of PP children monitored half termly by SPG. This is specific to PP children.</p> <p>Monitoring is half termly by SPG. This is a School Improvement Plan focus. Termly updates given to governors.</p>	<p>SPG</p>	<p>Half termly</p>
<p>PP children are able to access assisted places on residential educational visits helping to maximising life experiences and life chances.</p>	<p>Ensure that PP children are not missing out on residential visits due to financial hardship.</p>	<p>Some PP families have not attended in the past.</p>	<p>Discussions with parents and School Business Manger to assess needs. Pupil voice for PP and non PP is used to measure impact.</p>		<p>Following residential to assess impact.</p>
<p>PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.</p>	<p>Schools Shakespeare Festival for all Year 6 children.</p>	<p>Arts participation +2 EEF. Questionnaire of impact for PP children showed great impact and positive feedback of PP children.</p>	<p>Workshops and staff training. Regular rehearsals and feedback from senior leadership team.</p>	<p>Year 6 teachers.</p>	<p>Annually before registration. Cost</p>
<p>To close the gap between attendance of the PP children and the non PP children.</p>	<p>Breakfast Club</p>	<p>Children at breakfast club are less likely to be late for school and aid parent/carer in ensuring that child is ready for learning.</p>	<p>Breakfast Club led by two members of staff and monitored by PP Lead.</p>	<p>ROG and RJ</p>	
Total budgeted cost					<p>£38,177</p>

iii. Other approaches					
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 implementation?
Improved accountability and expertise of PP provision management. Impact of quality first teaching, interventions and 20 Day Challenges to be evaluated to ensure that strategic use of resources is value for money.	DHT to be champion for PP children and to lead on PP provision. Course for PP Lead, Consultant to carry out a PP review. Monitoring Board for PP children.	School Improvement Plan and related performance management targets of all staff relating to PP children will impact on the provision for PP children. Poor progress of PP in 2016 KS2 and KS1 SATs. Lack of PP children attaining greater depth in Maths and not enough PP children attaining greater depth in Reading compared to non PP nationally.	Regular monitoring by HT and DHT.	HT and DHT	April and June 2017
Effective use of the Abbey Tracking System to ensure that assessment informs planning and intervention. To track progress accurately for informing PP children and parents and leadership.	Subscription for SPTO tracker.	Accurate assessment enables quality first teaching in all teaching situations.	Pupil progress meetings to discuss progress of each PP child. Moderation of PP children as part of the Erdington Consortium.	DHT	Half termly.
Total budgeted cost					£10,500

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
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
To Close the gap between the most disadvantaged children	Small classes of 20 in Year 6 and smaller teaching groups for Literacy and Maths.	Progress of PP children was -3.59 in reading Progress of PP children was -4.50 in Maths Progress significantly below and in bottom 10%. Attainment of PP at expected was 36% for combined RWM compared to national non PP of 60% and School all of 55% showing significant gap. Expected impact not met.	Focus next year on Quality First Teaching through coaching and mentoring by phase leaders.	£67,299
ii. Targeted support				
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
To Close the gap between the most disadvantaged children	Teaching Assistants – Pupil Support Workers – Teachers supporting groups	Impact on school PP not met.	Next year: 20 Day challenges, highly monitored. Specific targets. EEF based and other research.	£9,906
iii. Other approaches				
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
To improve access to ICT and track data	ICT resources – School Tracker	School tracker has been used by all staff and continues to have impact as staff become familiar with new assessment framework. Use of ipads are enabling more accurate use of tracking system by staff.	Training in house has improved use of tracking system for all including PP. Diary feature has been exceptional in storing vital information for PP children that has resulted powerful Going forward: Investment in computers will enabled improved access for children to reading recovery scheme.	£13,925

To improve Literacy through phonics	Resources – Read write Inc,	Targetted groups in Phonics where PP 80% of PP achieved expected standard in Year 1 phonics screening check compared to national non PP of 83%. 100% of PP children have achieved expected standard by the end of Year 2 compared to 93% non PP nationally.	Continue to fund small groups for phonics/ early writing in EYFS and KS1 to ensure solid foundation of reading skills. Fund support for KS2 catch-up scheme (Lexia) for children who are not making expected progress in reading across KS2.	£5,170
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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.abbeyrc.bham.sch.uk

Attendance

Our Disadvantaged pupils' attendance in 2015-16 was 96.3% Non PP 97.65%