

# Pupil premium Strategy Statement Abbey Catholic Primary School 2017/2018

1. Summary information					
School	Abbey Catholic Primary School				
Academic Year	2017/18	Total PP budget	£93,720	Date of most recent PP Review	July 2017
Total number of pupils	420	Number of pupils eligible for PP	67	Date for next internal review of this strategy	January 2018

2. Current attainment			
2016-2017	Pupils eligible for PP (your school) 13chn	National average – Non-Disadvantaged Pupils	
% achieving in reading, writing and maths	38%	67%	
% achieving expected standard in Reading	62%	77%	
% achieving expected standard in Writing	46%	81%	
% achieving expected standard in Maths	77%	80%	
Average progress in Reading	-2.1	0.3	
Average progress in Writing	-8.1	0.2	
Average progress in Maths	-2	0.3	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lack of progress of PP children in KS2.
B.	Poor oral and social skills of some PP children in Reception on entry.
C.	Poor grammar and basic maths skills with very weak reasoning skills.
<b>External barriers</b> ( <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 and after-school activities
F.	Lack of parental support due to poor literacy and numeracy skills of some PP children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Closing the gap between PP and others 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 standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2016-17. Quality first teaching occurs in all classes - monitored by Phase Leaders and Subject leaders on learning walks, through Lesson Observations, Pupil Progress meetings and book scrutinies.
<b>B.</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 72.2% PP children to attain 'at least Expected' across all Communication and Language ELGs ( <i>National Pass rate for 2016-17</i> )  At least 81% phonics pass rate at the end of Year 1 for all PP children. ( <i>National Pass rate for 2016-17</i> )
<b>C.</b>	Attendance of PP 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. ( <i>National average 96% for 2015-16</i> ) Persistent Absence rates for PP is below the National Average of 8.2% in Primary schools (2015-16) <i>N.B. Persistent absence is classified as missing more than 10% of possible sessions.</i>

5. Planned expenditure					
Academic year	2017/18				
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 of 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. (The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. <i>Sutton Trust</i> ) 20 Day Challenges focus on regular feedback that research from EEF shows has greatest impact of an intervention.	All staff to ensure that they have two targeted 20 day challenges running throughout the academic year. Monitored weekly by DHT.  Release phase leaders and SENCo to coaching and monitor teaching and learning.  Cost: £35,636  Phase leaders reporting back to SPG and governors termly on impact. Termly feedback by headteachers to governors.	DHT	On-going.  Formally reviewed half-termly following data analysis.
The difference between the proportion of PP achieving expected standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2016-17.  Progress of PP children across school to be inline with non PP children.	Targeted 20 Day Challenges in reading, writing and maths for PP children including High Attainers.  Teachers to have two concurrent 20 day challenges throughout academic year. Non-class based TAs to have one 20 day challenge. Cost: £25,125	20 Day Challenges focussing on feedback (+8 EEF rating) for very specific targets, identified on a child by child basis.  20 Day Challenges can have excellent impact on a child's learning when barriers to learning are addressed and targets/ intervention are very specific and include regular feedback.	Mentoring and coaching of staff in writing 20 Day Challenge.  20 Day Challenges monitored by Pupil Premium Champion, timetabled weekly slot for monitoring, ensuring all 20 day challenges are monitored fortnightly.	DHT	Weekly timetabled slot for DHT to monitor, review and strengthen practice across school.
<b>Total budgeted cost</b>					£60,761
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. Cost: £5,852	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. 2017/18 September Census shows 10% PP in Reception	Review at pupil progress meetings for EYFS. Ongoing assessment led by Speech and Language lead.	Speech and Language lead.	On-going assessment. Formally recorded half-termly.
The difference between the proportion of PP achieving expected standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2016-17.  Progress of PP children across school to be inline with non PP children.	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.  Cost: £14,712	1:1 intervention +5 rating with the Education Endowment Foundation (EEF). Quality intervention with experienced TA / teacher or school leader.	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.  Assessment data scrutinised at Pupil Progress meetings.  Termly updates given to governors.	SPG	Half termly
PP children are able to access assisted places on residential educational visits helping to maximising life experiences and life chances.	Ensure that PP children are not missing out on residential visits due to financial hardship.  Cost: £4,840	Some PP families have not attended in the past.	Discussions with parents and School Business Manger to assess needs. Pupil voice for PP and non PP is used to measure impact.	SBM	Considered on a case by case basis.
PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.	SSF for all Year 6  Cost: £278	Arts participation +2 EEF.	Workshops and staff training. Regular rehearsals and feedback from senior leadership team.	Year 6 teachers.	Annually before registration.

Improved attendance for PP children with low attendance.	Breakfast Club attendance Cost: £5,562	Improved attendance and increased numbers of PP children starting school on time.	Monitoring of attendance at Breakfast Club and monitoring of provision by HT and DHT.	Breakfast Club staff	Termly
<b>Total budgeted cost</b>					£31,246

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Outstanding impact of 20 Day Challenges.	Mentoring and coaching of staff in writing 20 Day Challenge. At least 2x 20 day challenges to be on-going all year, per class.	20 Day Challenges can have excellent impact on a child's learning when barriers to learning are addressed and targets/ intervention are very specific and include regular feedback.	Regular monitoring by HT and DHT.	HT and DHT	Half termly review.
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.  Cost: £1648	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.	SPG	Half termly.
Close the gap between our Non-PP and PP children by ensuring all PP Children attend school equipped and ready to learn.	Purchasing of Uniform, Sports kit and other essential items.	Ensure that PP children feel comfortable alongside their peers and are able to access learning without the peer pressures of differences in appearance/belongings.	Class teachers, Phase Leaders and Senior Leaders to deal with this on a case by case basis.	HT	On-going.
Close the gap in attainment in Reading between PP and Non-PP children.	RWI Lead to run a targeted reading afterschool club to support PP children. Cost: £65 – Resources.	Attainment in PP children is not inline with Non-PP nationally. Parental support in learning to read is inconsistent.	RWI Lead to feedback to HT.	RWI Lead	Half termly.
<b>Total budgeted cost</b>					£1713

6. Review of expenditure				
Previous Academic Year		2016/17		
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
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.	£46,690
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
Oral skills and social skills of PP children are school ready by the end of Reception and supported in Year 1	WellComm initiative.	PP children in June 2017 scored 100% in Speaking ELG (87% national) PP children scored 66.7% in GLD, a rise of 29% on previous year. (69% National 2015-16)	Well Comm initiative has had a significant impact on speaking and listening skills. Continue with WellComm. Listening 83.3% Expected+ (1child) (86% National) Understanding 83.3% Expected + (1child) (86% National) Speaking 100% Expected + (85% National)	Cost: £6,375
PP children are able to access assisted places on residential educational visits helping to maximising life experiences and life chances.	Ensure that PP children are not missing out on residential visits due to financial hardship.	2 PP children able to access residential visits who would not have been able to attend without support. Maximising life chances of children.	Importance of enabling children to attend. Continue to support and apply for subsidies from residential centres as we have always do.	£400

PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.	SSF for all Year 6	All children, including PP children were able to act on stage in central Birmingham - an experience never to be missed. Excellent for building self-esteem and confidence for all children.	Continue to fund from PP as all children including PP benefitted from a brilliant experience. Maximising life chances for all.	£492												
<b>iii. Other approaches</b>																
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>												
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.	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.	Phonics for Year 1 PP was 100% pass rate. (National non-PP 83% 2015-16). 20 Day challenges provide focussed support to close the gaps between PP and non PP and PP children have made more progress than non PP in data up to end of May 2017. End of Year- SPTO Average Progress report across school: <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>1 Year 1 Month</td> <td>1 Year 1 Month</td> </tr> <tr> <td>Reading</td> <td>1 Year 2 Months</td> <td>1 Year 2 Months</td> </tr> <tr> <td>Maths</td> <td>1 Year</td> <td>1 Year 1 Month</td> </tr> </tbody> </table>		PP	Not PP	Writing	1 Year 1 Month	1 Year 1 Month	Reading	1 Year 2 Months	1 Year 2 Months	Maths	1 Year	1 Year 1 Month	RWInc and the 1:1 support that back up phonics lessons have a very positive impact on closing the gap between PP and non PP children in phonics skills. Continue with 20 Day challenges ensuring that all are led well, continually monitored and have SMART targets.  2016/17 Attainment across Year 6 was an issue compared to nationals. (Pg 1) This is being addressed through the Literacy lead. Information on strategies in Literacy Action Plan.	£32,084
	PP	Not PP														
Writing	1 Year 1 Month	1 Year 1 Month														
Reading	1 Year 2 Months	1 Year 2 Months														
Maths	1 Year	1 Year 1 Month														
Improved accountability and expertise of PP provision management.	Course for PP Lead, Consultant to carry out a PP review. Monitoring Board for PP children.	Introduction of 20 Day challenges have raised profile of PP children, the awareness and skills for over-coming barriers to learning and the need to close gaps between PP and non PP. Staff have a detailed knowledge of PP children and their strengths and gaps in learning as well as a growing awareness of strategies to over-coming barriers to learning.	Continue to implement the 20 Day challenges to close the gaps in learning. Continue to train staff in providing high quality feedback for children to ensure the greatest impact.	£2306												



<p>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.</p>	<p>Subscription for SPTO tracker.</p>	<p>Accurate tracking of gaps in learning achieved.</p>	<p>Continue with SPTO tracker to monitor attainment and progress of our PP children.</p>	<p>£1648</p>
<p>Other expenditure: Breakfast Club  Books and supplies</p>		<p>PP children and families supported with attendance by inviting some families to breakfast club. Attendance has improved in many of these families.  Necessary revision guides and clothing.</p>	<p>Breakfast Club continues to support some of our PP children and their families in improving attendance. This will continue and we will continue to closely monitor the attendance of our PP children at this club.</p>	<p>£1047  £38.22</p>

## 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](http://www.abbeyrc.bham.sch.uk)

### Attendance

Our Disadvantaged pupils' attendance in 2015-16 was