

Pupil premium Strategy Statement Abbey Catholic Primary School 2018/2019

1. Summary information					
School	Abbey Catholic Primary School				
Academic Year	2018/19	Total PP budget	£85,800 (+ £29,040 misallocation)	Date of most recent PP Review	December 2018
Total number of pupils	420	Number of pupils eligible for PP	70 (+ 22 misallocation)	Date for next internal review of this strategy	January 2019

2. Current attainment KS2 – 2017-18				
	<i>Pupils eligible for PP (including SEN) 10chn</i>	<i>Pupils eligible for PP (not SEN) 7chn</i>	<i>National average – Non-Disadvantaged Pupils</i>	
% achieving in reading, writing and maths	30%	43%	70%	
% achieving expected standard in Reading	50%	72%	80%	
% achieving expected standard in Writing	60%	86%	83%	
% achieving expected standard in Maths	40%	43%	81%	
Average progress in Reading	-3.57	-1.82	0.31	
Average progress in Writing	+2.18	+3.15	0.24	
Average progress in Maths	-0.60	-1.52	0.31	
Current attainment KS1 – 2017-18				
	<i>Pupils eligible for PP (including SEN) 11chn</i>	<i>Pupils eligible for PP (not SEN) 9chn</i>	<i>National average – Non-Disadvantaged Pupils</i>	
% achieving expected standard in Reading	64%	67%	79%	
% achieving expected standard in Writing	73%	78%	74%	
% achieving expected standard in Maths	64%	67%	80%	

1. 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 in KS2 Mathematics.
B.	Lack of progress of PP children in KS2 Reading.
C.	Poor PSED, CL and PD skills of PP children compared to peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of engagement with extra-curricular activities.
E.	Lack of parental support due to poor literacy and numeracy skills of some PP children

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 in both KS1 and KS2.	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 2017-18. Maintain increased number of PP children attaining Greater Depth in all areas in KS2 and KS1. 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.	Close the gap between PP and non-PP children in PSED, CL and PD skills in Early Years. All children successfully achieving basic communication skills within the first year of school.	At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs (<i>National Pass rate for 2017-18</i>) At least 82% phonics pass rate at the end of Year 1 for all PP children. (<i>National Pass rate for 2017-18</i>)
C.	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 95.7% for 2017-18</i>) Persistent Absence rates for PP is below the National Average of 10.1% in Primary schools (2017-18) <i>N.B. Persistent absence is classified as missing more than 10% of possible sessions.</i>

3. Review of expenditure				
Previous Academic Year		2017/18		
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 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.	Phase Leaders and SENCo continue to drive standards in school. This is evidenced through Pupil Progress Meetings, Lesson Observations, Learning Walks and External validation e.g. recent Section 47 report. 20 day challenge proforma has been reviewed to ensure it is accessible, informative and not over laborious to staff. This ensures that staff time is focused on planning and delivering high quality interventions rather than filling in paperwork.	Cost: £35,636
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.	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.	20 Day challenges have raised the profile of PP children across school. Evidence shows qualitative impact on individual targets set, these have a lasting impact on children's progress. 2017 results pre-dated full roll out of 20 day challenges, current Y6 and Y2 data shows that we are on track to improve attainment in the area of GD/High Standard in both Y2 and Y6. This is following a time where High Attaining PP children were not going on to attain GD. Teaching staff now routinely having 2 20 day challenges. Further work needed to ensure system of TAs having 1 20 day challenge is efficiently organised.	Cost: £25,125
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.	EYFS (7 children) Understanding – PP =85.7% Nat-N = 87% Speaking – PP= 100% Nat-N = 87% Writing - PP = 71.4% Nat-N = 76%	Continues to drive high standards of Speaking and Understanding. The efficient programme has enabled staff to complete the programme much earlier in the year. A new programme based upon story telling language has been developed to further improve the language and writing skills.	Cost: £5,852
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.	KS2 results: Writing results were disappointing, this had an significant impact on the overall RWM figure. Results in Maths were a particular strength. PP performed very closely to the National Non-PP standard and well above the National standard for all children. Reading results for PP children improved on previous year. KS1 results: Writing results improved on previous year, A slight fall in reading results (1 child). Maths results remained at 50% EXP. Across KS1 a real focus is required on ensuring Prior-Higher attainers go on to attain GDS. Phonic Screening outcomes were outstanding for PP children. Full breakdown available 'Pupil Premium Breakdown- End of Year 2017'	Efficient cross-referencing of TAFs in Year 2 and Y6 (writing) has been introduced following disappointing results in Year 6 SATs 2017. These have resulted in a clear focus on individual pupil's weaknesses including disadvantaged children.	Cost: £14,712
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

<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>No measureable impact, this is part of the Abbey Catholic Primary schools commitment to provide all children with a holistic education centred around Christ.</p>	<p>Discussions with parents and School Business Manger to assess needs.</p>	<p>Cost: £2,625</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>Ensure that SSF is accessible to all Year 6 pupils.</p>	<p>No measureable impact, this is part of the Abbey Catholic Primary schools commitment to provide all children with a holistic education centred around Christ.</p> <p>Arts participation +2 EEF.</p>	<p>To be continued 2018/19.</p>	<p>Cost: £278</p>
<p>Improved attendance for PP children with low attendance.</p>	<p>Breakfast Club attendance ensures that children are in school and settled ready to begin learning at 8:40am.</p> <p>Deputy Head and Attendance officer meet fortnightly and discuss cases on an individual basis.</p>	<p>Individual cases of poor punctuality have been targeted and supported through the Breakfast club offer.</p> <p>Other types of support have been offered through this (supporting Foster parents who drop to numerous schools etc.)</p>	<p>To be continued 2018/19.</p>	<p>Cost: £5,562</p>

<p>Improve life skills for most vulnerable pupils.</p>	<p>Purchased year subscription to 'Keep Squirrelling – Financial Education' programme.</p>	<p>No impact at this time, purchased March 2018, to be delivered June 2018 and throughout 2018/19 academic year.</p> <p>Pupil Premium groups to be targeted throughout 2018/19 academic year.</p>	<p>Erdington is one of the most deprived areas within; Birmingham, the West Midlands and nationally. Poor money management is a significant issue and the School Business Manager regularly works with parents who inform school they are unable to make payments, when poor money management is clearly a contributory factor.</p>	<p>£1530</p>
<p>Ensure that Pupil Premium funding is being used effectively and is having an impact.</p>	<p>Purchased year subscription to 'Intervention tracker'</p>	<p>No impact at this time, purchased February 2018. Training to be given March 2018. To be used by all intervention managers to ensure that best value can be made from funds allocated.</p>	<p>Program allows all interventions to be costed; overall, per child and by cost of outcome. This will enable in depth analysis of all interventions so that future interventions can be directed by strengths and weaknesses of previous ones.</p> <p>Due to significant labour involved in maintaining the system this was found to be ineffective in monitoring impact and reduced time available for direct support to be given to children. Not continued.</p>	<p>£685</p>

4. Planned expenditure					
Academic year	2018/19 (£29,040 is currently being held, school believe this has been misallocated by the DfE and are working with them to ensure correct allocation. This money has not been allocated in the spending plan below.)				
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?
82% PP children pass the Phonic screening check. 100% by Year 2. 79% PP children reach expected standard in KS1.	Read Write Inc setting across EYFS and KS1.	Education Endowment Foundation. Early Interventions +5.	Half termly progress reports. External moderation from RWI advisor.	RWI lead	£16,492.33
PP children are able to access School Shakespeare Festival, perform on stage in central Birmingham and so enhance life experience and chances.	Shakespeare Schools Festival	Education Endowment Foundation. Art Participation +2.	Workshops and staff training. Regular rehearsals and feedback from senior leadership team.	Y6 team.	£433.07
At least 82% PP children to attain 'at least Expected' across all Communication and Language ELGs	Wellcomm initiative	Education Endowment Foundation. Oral Language interventions +5.	Half termly progress reports. CPD of Speech and Language lead. External support from a Speech and Language Therapist.	Speech and Language lead.	£6,352.75
Increase participation in basic skills based homework schemes.	Subscriptions to online basic skills homework schemes. SATscompanion Timestables Rockstars Spelling Shed	Education Endowment Foundation. Parental Engagement +3 Homework +2 Digital Technology +4	Half termly data reports.	English Lead, Maths lead Year 6 team.	£499 £50 £100
Total budgeted cost					£23,927.15
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?
Gaps in learning are quickly identified and addressed so that children make continual progress.	20 day challenges.	Education Endowment Foundation. Individualised Instruction. +3.	On-going monitoring of 20 day challenge board by Deputy Head Teacher	Deputy Head Teacher.	Half-termly. Pupil Progress briefings. £48,582.69
HLTA to support interventions in Maths and English across KS2.	Literacy and Numeracy intervention.	Education Endowment Foundation. Small Group tuition. +4	Use of tracker to identify weakness. English and Maths leads to direct.	English Lead Maths Lead	Half-termly pupil progress briefings. £4891.65
Develop problem solving and financial awareness.	Keep on Squirrelling – financial education programme.	Education endowment foundation. Metacognition and self-regulation. +7	Review at end of programme.	Deputy Head Teacher	Summer 2019 £2178
Total budgeted cost					£55652.34
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 attendance and punctuality for PP children with low attendance.	Breakfast club.	Improved attendance and increased numbers of PP children starting school on time. Education Endowment Foundation. Extending school time. +2	Monitoring of attendance at Breakfast Club and monitoring of provision by HT and DHT. Fortnightly attendance meetings held by DHT and Attendance officer.	Breakfast Club staff	Termly £5999.36
Remove barriers to love of reading.	Purchase of Books for PP children following summer term book club focused on PP children.	Education Endowment Foundation. Small Group Tuition. +4	Incidental cost.	RWI lead	£77 (£144.49 left for other incidental spends.)
Total budgeted cost					£6,076.36