



**Pupil Premium Strategy Statement  
St Benet's RC Primary School  
2017/18**

Summary information				
Year Group	Number of pupils eligible September 2017			% of pupils eligible September 2017
	FSM	LAC	Military	
Nursery		3(2 LAC left Spring 2018)		10.7
Reception	2			4.3
1	2			3.9
2	3			6.8
3	4	1		11.4
4	4			9.1
5	6	1		15.2
6	6			13.6
<b>Whole school</b>	<b>27</b>	<b>5</b>		<b>9.2</b>
<b>Pupil Premium Budget 2017-18</b>	£41,340			
<b>Last Review</b>	July 2017			
<b>Next Review</b>	July 2018			

Summary information					
<b>School Year group</b>	St Benet's RC VA Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£41,340	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	348	<b>Number of pupils eligible for PP</b>	32	<b>Date for next PP Strategy Review</b>	September 2018

**Current attainment**

KS2 Outcomes Summer 2017	Pupils eligible for PP (whole school 32 pupils)	Pupils not eligible for PP- KS2 (national average 61% RWM and 5% exceed)
% achieving expected or above in reading, writing & mathematics	71.4% 5/7	90%
% achieving expected or above in reading	85.7% 6/7	92%
% achieving expected or above in writing	85.7% 6/7	95%
% achieving expected or above in mathematics	85.7% 6/7	96%
Progress score in reading	+7.3	+3.4 (Nat ave: +0.33)
Progress score in writing	+6.1	+3.4 (Nat ave: +0.17)
Progress score in mathematics	+3.0	+ 3.2 (Nat ave: +0.28)
<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
Early language development		
Early reading development		
Early language A significant % of PP pupils with self-esteem issues which slows progress Outcomes for a proportion of PP pupils in combined results are not as strong as for other pupils (Two children in last year's KS2 results did not achieve all three)		
Social and emotional development (inc attachment needs)		
A significant % of PP pupils are also SEN and this slows progress in reading, writing and maths. Behaviour issues alongside social/emotional concerns		
effect on their academic progress if not provided for; continue with provision		
<i>External barriers (issues which also require action outside school), such as low attendance rates)</i>		
Parental engagement		
Engagement in extracurricular activities		
Attendance and punctuality		

Outcomes (desired outcomes and how they will be measured)	Success criteria
Pupils eligible for PP make as good progress as others and attain as well as other children	Results and progress are consistent across all groups in all year groups
Pupils eligible for PP access full extracurricular opportunities	Children attend after-school clubs, external visits, sporting events, educational visits and music lessons
Pupils eligible for PP will have their social and emotional needs met	Children will have access to early intervention and appropriate intervention when required to ensure that their individual needs are met
PP absence monitored and school working closely with parents to increase attendance	Incentives and reward systems takes personal attendance over 96%
Parents support their child's learning both in school and at home	Attendance at parents' events. Homework is completed.

**Quality of teaching for all**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching	DfE guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil voice, data analysis, performance management	SLT	Termly
	Effective Feedback – effective marking annual subscription	Sutton Trust (+8 months impact)	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of data - Depth of Learning annual subscription	Analysis to inform targeted support	Progress measures	Staff	Termly
	Booster Club	Ensure achievement of at least expected standard	Progress measures - Depth of Learning	Year 6	Termly
	Spelling and Handwriting Programmes Read Write Inc. Phonics & Spelling Prim.Ed (Handwriting)	The importance of handwriting and spelling by @TeacherToolkit	Book scrutiny Transference of skills	Staff	Termly
	Implementation of firm foundations and a deep understanding of mathematical concepts into mathematics lessons	EEF research/White Rose Hub Inspire Maths	Observation, work scrutiny, pupil voice, data analysis, planning	Staff	Termly
<b>Total budgeted cost</b>				£5103	

**Targeted Support**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Language and social skills ensure all children engage well in all lessons	Early Years intervention to support early social development, reading and maths skills Read, Write Inc. & Inspire Maths	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson - Inspire Maths CPD	NCTEM research Inspire Maths	Observation, work scrutiny, pupil voice, data analysis, planning	Team Leaders	Termly
	Small group intervention in phonics and mathematics (Early Bird Sessions) Additional TAs	Sutton Trust (+4 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	Team Leaders	Half termly
	Intervention programmes: Beanstalk –targeted support Reading Gladiators –G&T	Edge Hill University Research Inclusion research	Observation, work scrutiny, pupil voice, data analysis, planning	DHT Class teachers and subject leads	Half termly
	Interventions recommended by EP and other outside agencies are delivered effectively – such as memory games, magic spelling, frostig, social stories, attachment resources	Sutton Trust (+2 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	SENDCo, Team Leaders and Class Teachers	Termly
<b>Total budgeted cost</b>				£22,208	

**Other Approaches**

<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments. Financial support for after school clubs. Financial support for Breakfast Club Investment in IT resources	Inclusion of all children	Participation numbers	HT	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Liaison with partner professionals, effective engagement of children in activities to support wellbeing and early intervention involving parents . : Early engagement with EP, virtual school heads, social workers, carers, MASH Pastoral Support/School Counsellor Punctuality and Attendance Additional Teacher KS2	Early identification and intervention	Training for staff inc – Attachment, Fun Friends and pastoral support for child and/or family inc parents Observation, work scrutiny, pupil voice, data analysis, planning Smaller classes to support attachment needs Monitoring of Punctuality & Attendance	HT & DHT	Half termly and as required
Parents support their child's learning both in school and at home	Support for parents – additional meetings Effective homework Mathletics	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning		June 2017
<b>Total budgeted cost</b>				<b>£34135</b>	

### Additional detail

The progress of all our children, including our PP children is monitored regularly by the Headteacher, DHT, phase leaders, subject leads, SENDCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.

As a school we desire to see the gaps closing between our PP pupils and our no PP. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.

#### **Evaluation of Pupil Premium Strategy 2017/18**

**Reading** strategies across school show positive impact, in particular a text based novel approach.

**Writing** focus upon stamina, handwriting skills, free writing, SPAG focus and novel based approach to lay writing has a positive impact.

**Maths** to continue the focus upon reasoning but after evaluation of impact, pay particular focus upon basic skills for low and middle attainers.