

## St Berteline's CE Primary School – Pupil Premium Strategy Statement 2018-19

### 1. Review of Outcomes

#### Academic year: 2017-18

##### Early Years Foundation Stage

- There was 12 eligible pupils in EYFS (cohort 42)
- 4 of the 12 pupils achieved a good level of development.

##### Year 1 Phonics

- There were 9 eligible pupils in Year 1 (cohort 42)
- 5 of the 9 pupils achieved the expected standard.

##### Key stage 1

- There were 5 eligible pupils in Year 2 (cohort 43)
- 3 of the 5 pupils achieved the expected standard in reading (1 achieved greater depth)
- 3 of the 5 achieved the expected standard in writing (2 achieved greater depth)
- 4 of the 5 achieved the expected standard in maths (1 achieved greater depth)

##### Key Stage 2

- There were two eligible pupils in Year 6 (cohort 38)
- 1 of the 2 pupils achieved the expected standard in reading.
- Both pupils achieved the expected standard in writing.
- Both pupils achieved the expected standard in maths.
- 1 of the 2 pupils achieved the expected standard in English Grammar Punctuation and Spelling.
- 1 of the 2 pupils achieved the expected standard in reading, writing and maths combined.

##### Attendance

- Disadvantaged pupils' attendance in 2017-18 was 94% (however, this figure was 93% for the FSM children of this cohort)
- Overall attendance in 2017-18 was 96%
- Attendance for the non-disadvantaged group in 2017-18 was 97%

## **Summary of Impact and lessons learned**

### **Factors having a significant impact on attainment and progress for all identified pupils.**

- High quality teaching and learning.
- Improving attendance rates and reducing rates of persistent absence.
- Additional CPD opportunities for school staff.

### **Foundation Stage**

- A focus on Communication and Language linked to Speech and language support in foundation stage had a positive impact on progress for all identified pupils.(specifically focusing on the teaching of fine and gross motor skills to facilitate the skills needed for writing) This showed improvements but needs to be further developed in Y1.
- Pupils who did not achieve a good level of development will need targeted interventions to accelerate progress to diminish differences towards achieving ARE at the earliest opportunity in identified areas. Of the 8 children who did not achieve GLD: 1 is SEN with an EHC plan, whose baseline assessment was very low. It is also of note that 5 of the 8 children are summer born children.

### **Year 1 Phonics**

- Signposting to useful resources and strong parental support had a positive effect on pupil progress.
- Targeted individual and class-based interventions had a positive impact on progress for identified pupils.
- The 4 children who did not pass have been identified for further support in Y2 in order to pass

### **Key Stage 1**

- Targeted individual and class-based interventions in reading, writing, spelling and maths had a positive impact on progress for pupils.
- TA and parental support and delivery of high impact quality interventions in key areas including spelling, reading, writing and maths.
- Speech and language support had a positive impact on progress for all identified pupils.
- Of this group 4 children achieved greater depth. The use of 'Talk for Writing' enabled 2 of these children to achieve greater depth in writing.

### **Key Stage 2**

- Targeted individual and class-based interventions in reading, writing, spelling and maths had a positive impact on progress for identified pupils.
- Outstanding TA support and delivery of high impact quality interventions in key areas including inference and spelling.

2. Summary Information					
<b>School</b>	St Berteline's CE Primary School				
<b>Academic year</b>	2018-19	<b>Total PP budget</b>	£61,348	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	294	<b>Number of pupils eligible for PP</b>	59	<b>Date of next review</b>	December 2018

3. Current Attainment (end of academic year 2017-18)		
Based on outcomes for 2 pupils	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	TBC	TBC
Progress in reading	TBC	0.34
Progress in writing	TBC	0.24
Progress in maths	TBC	0.31

4. Barriers to future attainment (for eligible PP pupils)		
<b>In-school barriers</b>		
A.	Oral language, communication and literacy skills	
B.	Maths especially reasoning skills	
C.	Resilience and mental health/ emotional well-being	
<b>External barriers</b>		
D.	Maintaining consistent attendance/ punctuality	
E.	Parental support	
5. Desired outcomes	Success Criteria	
A.	Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy	To raise attainment in line with national averages for reading and writing (including spelling and grammar) by end of KS2
B.	Diminish differences for eligible pupils compared to other pupils nationally in maths	To raise attainment in line with national averages for maths by end of KS2
C.	To implement effective programs for play therapy, mental health, mindfulness and emotional well-being	To improve resilience, self-confidence, mental health and emotional well-being and measure impact on pupils.
D.	Diminish differences for eligible pupils compared to other pupils nationally for persistent absence.	To maintain and/ or reduce PA absence rate to below national levels
E.	To raise parental engagement levels to support accelerated progress for pupils.	To increase support from parents for identified pupils to support improved outcomes.
F.	To provide additional support for individuals and families where required to access opportunities for learning	To remove barriers to learning. To diminish differences for pupils compared to national comparisons in maths and English.

6. Planned expenditure					
Academic year: 2018-19					
Quality of teaching for all					
Desired outcome	Chosen actions	Evidence and rationale	Monitoring	Staff lead	Review
Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy.	<p>Additional CPD opportunities for staff linked to PP pupils -£1000</p> <p>Release time for English subject leader – review quality of teaching and learning for writing – no cost. Release time for HT to deliver screening of Y2 Phonics</p> <p>CPD opportunities for TA's to support reading and writing - £1000 Toe by Toe Program £4000 Additional reading books/ resources £1000 Cover to enable identified staff to visit schools to observe 'Talk for Writing £1000 Purchase of ipads and apps for identified pupils £600</p>	<p>Identified need from in year data.</p> <p><b>High impact strategy as identified by EEF.</b></p>	Regular progress reviews and regular lesson observations	<p><b>JB</b> <b>SLT</b></p>	December 2018 and termly
Diminish differences for eligible pupils compared to other pupils nationally in maths	<p>Maths support for individual teachers -£1000 Power of 2 Program £4000 Additional release time - £1000</p>	<p>Impact of improving staff skills on pupil attainment and progress Identified need from KS2 SATS data analysis – October 2018 <b>High impact strategy as identified by EEF.</b></p>	Termly progress reviews	<p><b>JB</b> <b>SLT</b></p>	December 2018 and termly
See above targets	<p>Release English and maths subject leaders plus SENDCO to monitor quality of teaching and learning and progress of PP pupils - £1800 Cover to release teaching staff to attend LAC meetings £400</p>	<p>To quality assure teaching and learning and progress for PP pupils.</p> <p><b>High impact strategy as identified by EEF.</b></p>	<p>Termly progress reviews Termly observations</p>	<p><b>JB</b> <b>SLT</b> <b>SENDCO</b></p>	December 2018 and termly
To improve pupils' emotional resilience	<p>Deliver a counselling /mindfulness/ emotional well-being program for identified and all pupils - £6,200 Identify and implement a measure that demonstrates progress and improved outcomes.</p> <p>SEAL groups organised for identified pupils Training with ED. Psych – Growth Mindset £300</p>	<p>Remove barriers to learning for individuals and groups of pupils.</p> <p>To improve resilience of pupils in a range of situations. Measure outcomes.</p> <p>Staff, governors and LA feedback regarding the need for support in this area.</p>		<p><b>JB</b> <b>HP</b> <b>School</b> <b>counsellor</b></p>	December 2018 and termly

	Solihull Training -2 delegates £200 Staff CPD relaxation techniques for adults and pupils £1000				
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### Targeted support

Desired outcome	Chosen action	Evidence and rationale	Monitoring	Staff lead	Review
Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy.	Speech and language program for identified FS and KS1 pupils - Chatterbugs Inference intervention for upper KS2 English booster classes for identified pupils Additional TA support/ interventions for writing - in years 3, 5 and 6 where required. Termly planned activities to support engagement and promote writing for 'identified KS2 pupils Visitors/ authors to engage pupils'	Impact of structured, measurable intervention.  <b>High impact strategy as identified by EEF.</b>	Termly progress review	<b>JB SENDCO Chatterbugs</b>	December 2018 and termly
Diminish differences for eligible pupils compared to other pupils nationally in maths.	Targeted support in pm sessions for all identified pupils – no cost  Maths booster classes for identified pupils	Impact of structured, measurable intervention.	Termly progress review	<b>JB</b>	

### Other Approaches

Desired outcome	Chosen action	Evidence and rationale	Monitoring	Staff lead	Review
Diminish differences for eligible pupils compared to other pupils nationally for persistent absence and absence overall.	Additional two hours (office staff) per week to track/ support improvements in attendance for identified pupils - £750	Reduced PA and increased attendance. Impact of attendance strategies on pupil attainment and progress. <b>High impact strategy as identified by EEF.</b>	Gill Read - Office Halton Attendance Service Governing Body	<b>GR/ JB Halton Attendance Service</b>	December 2018 and termly
To raise parental engagement levels for eligible pupils.  Enable pupils to access homework opportunities and additional support.	Target identified parents to engage support for improved learning and outcomes – no cost. Maths and English meetings for parents – no charge To provide a home work club and opportunity for support/ challenge for curriculum work - £1000	Impact of improved parental engagement on attainment and progress.	Measure impact of meetings for parents through use of questionnaire.	<b>All Staff/ JB Maths and English leads</b>	December 2018
Provide additional lunchtime support for individual pupils and pupil groups.	Additional MDA employed for whole year - £1950	Provide opportunities for identified pupils to receive support at a vulnerable time of day.	Number of lunchtime incidents reduced.	<b>HT</b>	
To provide support for curriculum enrichment	Active involvement of pupils in extra-curricular provision - £5000 (clubs and residentials, subsidised transport)	Provide equal and enhanced opportunities for identified pupils	Governing Body meetings SLT	<b>HT</b>	Termly
Provide support to meet child's intimate care requirements	TA to support intimate care £24,000 Purchase of specialised equipment and conversion of existing toilet	Provide equal and enhanced opportunities for identified pupils		<b>L</b>	

	space £500				
Provide OT Support for targeted pupils	OT Programme run by trained TA 5 x 1 hour slots each day £11,000	Provide equal and enhanced opportunities for identified pupils		HT LB	
<b>Total Cost</b>					<b>£63,700</b> (spending equates to beyond this amount)