ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 2019

1. Summary Information					
School	**St. Bede's Catholic Junior School**			Local Authority	**Halton**
Pupil Premium Champion(s)	**Mrs. Tiernan and Mrs. Geoghegan**				
Academic Year	**2018/19**	Total Pupil Premium Grant: Proposed: Actual:	£112,521	Date of most recent PP Review	**JULY 2018**
Number on roll	**305**	Number of eligible pupils Proposed: Actual:	85.24	Date for next internal review of this strategy	**DEC, 2018, MAR, 2019 and JUL, 2019**

2. PROVISIONAL	3. Current Attainment			Gap
END OF KEY STAGE 2018	All St. Bede's Pupils (75)	Pupils eligible for PPG (26)	Pupils not eligible for PPG (national outcomes EXS)	
% attaining at least the expected standard in reading, writing and maths	**71%**	**60%**	**61%**	**-11%**
% making expected progress in reading	**-2.8**	**-4.1**		**-1.3**
% making expected progress in writing	**+1.2**	**+0.7**		**-0.5**
% making expected progress in maths	**-0.7**	**-0.7**		**=**

There is a detailed report on the expenditure for 2017-2018 of the Pupil Premium Grant and the impact available in school.

The assessment data at the end of the key stages for the National Curriculum tests is evidence of the success of approaches. The end of Key Stage 2 attainment, 2018 demonstrated:

3. IMPACT ON ATTAINMENT 2017 - 18		Pupil Premium	All
READING	% attaining Expected Standard	68	75
	% attaining Higher Standard	12	27
WRITING	% attaining Expected Standard	88	92
	% attaining Higher Standard	20	35
MATHEMATICS	% attaining Expected Standard	84	85
	% attaining Higher Standard	12	25
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	76	84
	% attaining Higher Standard	48	53

POINTS TO NOTE:

When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum. This establishes a starting point in learning. Reading Ages and Comprehension Ages are assessed bi-annually

To measure progress over time, the staff use teacher assessment against Key Performance Indicators termly. Staff are able to measure if pupils are on target (or not) and has therefore made expected progress. Attendance is analysed half-termly and reported to parents/carers termly.

Annually pupils complete a Pupil Voice questionnaire which establishes attitude to self and school. There are opportunities throughout the academic year for pupils to discuss learning, targets and school, plus any other relevant more personal issues.

Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents, engagement in school beyond the classroom. Learner Dispositions are recognised in school and staff strive to help pupils develop positive attitudes.

External barriers (related to ACE) are measured identified using factual knowledge reported to the school only.

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		5. Evidence of barriers
In-school barriers (issues to be addressed in school)		

| A | Limited access to language and poor literacy levels alongside lower starting points.

Limited development of vocabulary and understanding of words in context.

% of FSM pupils in Y3 who did not attain EXS in KS1 and/or at Baseline.

% of pupils who achieved in the KS1 phonics test in Y1, Y2 and Never | Lower starting points at KS1, Reading Ages and Spelling Ages; Speech and Language Specialist involvement; access to quality literature; speech and language role models (lack of).

RESEARCH BASED on:
http://www.literacytrust.org.uk/assets/0002/9554/Teaching_Effective_Vocabulary.pdf

% of pupils attaining GDS is disproportionately non-Pupil Premium, whilst Pupil Premium pupils attain a higher percentage below the Expected Standard. |

% ATTAINMENT	PKF/WTS	PKF/WTS	EXS	EXS	GDS	GDS
	ALL	PP	ALL	PP	ALL	PP
READING	3.2	7.1	84.0	78.6	44.0	35.7
WRITING	3.2	7.1	82.7	78.6	29.3	28.6
MATHS	3.2	7.1	88.0	78.6	37.3	28.6

To establish checks against KS1 data, the school assesses pupils in Y3 using a Reading Age and Comprehension Age assessment and all pupils complete the KS1 non-statutory National Curriculum Tests in October. Teachers also teacher assess using the National Curriculum objectives for Year 2.

	The school uses ACE (Adverse Childhood Experiences) to identify barriers	
B	Social, Emotional and Mental Health in pupil	% of pupils who are on SEND list for SEMH

C	Low expectations from self and parents/carers	Learner Dispositions; parental understanding of the challenges in the curriculum and/or behaviour for learning expectations.
D	Poor attitude to self, to school and/or to learning	Learner Dispositions; expectations of behaviour and sanctions from parents/carers
E	SEND: the complexity of SEND including multiple diagnosis	13/62 pupils who are Pupil Premium are also SEND in Years 4-6 13/41 pupils who are SEND are also Pupil Premium in Year 4- 6

External barriers (issues which require action outside of school e.g. attendance)

F	Parenting	Bereavement/loss of key family members, parental health challenges,
G	Safeguarding concerns (most significantly drugs/alcohol and domestic abuse) either historically or presently	CP, CinN, iCART, CAF, CinC and Prev CinC
H	Poor attendance	% attendance for Pupil Premium pupils in comparison to others. Parents/carers who do not work, have less of a requirement for children to attend school than working parents as there is readily available childcare.
I	Poor health and fitness	Linked to attendance and access to outside provider clubs/activities
J	Narrow experience of life outside school	Pupils who do not engage in enrichment activities, limited experiences of place, knowledge and understanding of the world.

6. Outcomes		
Barrier	Desired outcome	Success criteria (including how we will evidence impact)
A C E	Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.	Progress in end of KS2 tests. Progress in Teacher Assessment in all year groups. School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group. Teachers matched work more closely to pupils' needs, highly focused and appropriately paced. More sustained engagement in the smaller groups. Lower attaining pupils in smallest group (15 pupils) received more intensive feedback, (especially on misconceptions) and support to reduce the attainment gap and accelerate progress. Quality and quantity of feedback, particularly verbal, enhanced through the use of Feedforward sheets. Lower achieving pupils more willing to talk and articulate their thinking. Materials drawn from multiple sources and customised to meet pupils' needs. Attainment and progress: desired outcome achieved.
B C D F G H	Family Support Worker to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain Age Related Expectations in reading, writing and mathematics and/or make expected progress from their starting points.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile. Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. Effective links with parents/carers. Strong links with community agencies, for

		example, School Health, CAHMS, Educational Psychology, Social Care facilitates an integral approach.
		Enterprise initiative in school to enable pupils to develop their aspirations and future career paths/interests.
A B E	SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more progress than non-Pupil Premium and non-SEND pupils.	SENDCo deliver intervention lessons in English and maths and SEMH skills.
		SENDCo teaching in school nurture room: The Den delivering daily interventions to vulnerable and/or lower attaining
		Forest Schools skills to engage pupils lacking motivation and independent skills
		Pupils use multisensory approaches.
		Staff re-teach, practice and reinforce knowledge, understanding and skills.
		The gaps in knowledge, understanding and skills reduced.
		The pupil: adult ratio is reduced which increased attention for groups/individuals.
		Differentiation of work has improved through the use of the SENCo, so need is targeted more effectively.
		Targeted pupils demonstrate a high level of engagement.
		Test scores indicate (NC and Standardised tests) that children make significant progress.
A C D E	Year 6 Pupils not on target in Year 5 participate in one to one tuition and improve attainment by more than 10% in standardised scores.	5 (6.6%) Pupil Premium pupils have been FSM for 6+ years. These pupils receive additional sessions in learning from Teachers, TAs and FSW and make good or better progress from KS1 and baseline.
		Staff target specific aspects of the subject that pupils have found particularly difficult and/or misunderstandings.
		Mastery learning (objectives pursued until achieved) to consolidate concepts/learning employed in all groups including lower attaining group.
		Additional tuition increased pupils' confidence and motivation.

		Pace of learning increased and progress accelerated.	
		Improved study skills and examination technique.	
		Pupils make accelerated progress from their starting points.	
D H I J	Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs. Additional adults provide extracurricular opportunities. Pupil Premium pupils are individually targeted for extra-curricular clubs	19.7% of Pupil premium pupils have always been FSM so have a longer term level of disadvantaged. The school has adopted a 'graduated approach' to Pupil Premium as these pupils are perceived to have more disadvantage that the 35.5% who have been FSM for a year. These pupils indicate positive experiences in school through Pupil Voice and make expected progress in academic and social emotional skills. Access to high quality out-of-school learning experiences. Recognition of involvement in out-of-hours learning. Rewarded participation, encouraged engagement and raised aspirations. Children's participation has increased and they are more motivated and committed to attend. Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning. Celebrated learning and achievement. Value placed on children's interests, aspirations and health and fitness. Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers. Assisted in making learning a reality beyond academic studies.	

7. Planned Expenditure		Academic Year: 2018 - 19			
i. **Quality of teaching for all (pedagogy)**					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils. COST: £62,048 £29,703 £10,700 £21,645 BARRIER: A, C, D and E	English and mathematics ability group in Years 3- 6. Targeted support in lessons for PP pupils VF working with PP pupils in Year 3. 1 TA to work with PP pupils only (AB) Opportunities to complete homework and project work in school for PP pupils. Effective Feedback Mastery Approach to T&L	Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Three smaller than average groups in Year 6. Intensive support for PP pupils: 5 pupils in Y6 (always PP) Pupils are grouped according to current levels of attainment or specific needs. Additional support targeted at specific pupils who are making slower progress in learning. Meta cognition, questioning and thinking skills. Teaching approaches which encourage learners to plan, monitor and	Learning Walks Lesson Observations Monthly Data analysis of PP pupils Book scrutiny	FT/GG/AH	See tables below

DEC 2018:
% PUPILS MAKING EXPECTED PROGRESS

		R	W	M
Y6	ALL	98.7	98.7	98.7
	DIS	96.0	96.0	92.0
Y5	ALL	98.7	97.5	98.8
	DIS	100	100	100
Y4	ALL	98.7	97.4	97.4
	DIS	94.7	94.7	94.7
Y3	ALL	98.7	100	98.7
	DIS	93.3	100	100

Mar 2019:

		R	W	M
Y6	ALL	98.7	98.7	98.7
	DIS	96.0	96.0	96.0
Y5	ALL	98.7	98.7	98.8
	DIS	100	100	100
Y4	ALL	98.7	97.4	97.4
	DIS	94.7	94.7	100
Y3	ALL	98.7	98.7	98.7
	DIS	98.3	100	100

		evaluate their learning have very high potential. One to one support for pupils under-achieving/under-attaining.			**July 2019:** **END OF KS2 (preliminary results:**

July 2019:
END OF KS2 (preliminary results:

	R	W	M
ALL	0.62	0.47	0.36
PP	0.55	-0.79	0.60

Next step: Writing and disadvantaged MA (prior attainment) pupils

Pupil Premium pupils make expected or better progress from starting points. COST:£2,200 CPD: £1450 BARRIER: A, C, D and E	CPD for teachers CPD for English Subject Adviser Emphasis on teaching and learning in poetry as robust as other text types/genres.	Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning' in writing, will have a positive impact. Feedback has effects on all types of learning across all age groups. CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress.	Moderation of writing: half termly Monthly Data analysis Scrutiny of writing	CW/FT David Harker (ASIA)	**Dec 2018** **Writing:** **Y6: On target writing** **98.7 ALL and 96.0 PP** **Mar 2019:** **Writing:** **Y6: On target writing** • **98.7 ALL and 96.0 PP** **Y5: On target writing** • **98.7 ALL and 100 PP** **Y4: On target writing** • **97.4 ALL and 94.7 PP** **Y3: On target writing** • **98.7 ALL and 100 PP** **July 2019:** **Writing:** **Y6: On target writing** • **EXS: 85.3 ALL and 96.0 PP** • **GDS:40.0 all AND 16.0 PP** **Y5: On target writing** • **EXS: 89.6 ALL and 80.9 PP** • **GDS: 28.6 ALL and 9.5 PP**

						Next step: GDS writing in PP and all is lower than 2018/19
					Total budgeted cost	**£65,698**

ii. **Targeted support (interventions)**						
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date	
SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more progress than non-Pupil Premium and non-SEND pupils. COST: 21,200 BARRIER: B, C, D and E	SENDCo to deliver targeted intervention and co-ordinate Teaching Assistants interventions. Middle Leader involved in 'Thinking School' accreditation to support learning to learn skills.	Meta cognition and self-regulation strategies (Learning to learn). Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. SENDCo most effective when leading a specific intervention programme or when they work closely with the class teacher. 1:1 tuition in intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact.	Learning Walk Lesson Observations SEND Case Studies Pupil Voice Data	SLG/GG /FT	**Dec 2018** **Y6: 3 SEND and PP; 2 of these on target for EXS** **Y5: 5 SEND and PP; 3 of these on target for EXS** **Y4: 6 SEND and PP; 4 of these on target for EXS** **Y3: 3 SEND and PP; 2 of these on target for EXS** **Mar 2019** **Y6: 3 SEND and PP; 3 of these on target for EXS** **Y5: 5 SEND and PP; 3 of these on target for EXS** **Y4: 6 SEND and PP; 4 of these on target for EXS**	

					Y3: 3 SEND and PP; 1 of these on target for EXS **July 2019** **Y6: 3 SEND and PP:** **R: 2/3 attained EXS** **W: 2/3 attained EXS** **M: 1/3 attained EXS**
Year 6 Pupils not on target in Year 5 participate in one to one tuition and improve attainment by more than 10% in standardised scores. LAC and Post LAC pupil tuition COST: £9,750 BARRIER: A, B, C and D	Small group tuition in English and mathematics for 39 weeks. One-to- one tuition for approximately 10 pupils	This enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Despite, EEF research demonstrating little impact from one to one, we have found that the additional support enables independence, increased confidence and gains in learning which support classroom lessons.	Pupil Voice Learner Dispositions Data	AH/FT	<u>**Mar 2019**</u> **READING: 3/10 increased** **WRITING: 3/10 increased** **MATHS: 4/10 increased** **Post LAC: 2/3 pupils making accelerated progress.** <u>**July 2019**</u> **Post LAC: 3/3 pupils making progress; 2/3 accelerated** **Next steps: 4 previously LAC and 1 actual LAC for additional tuition**

Family Support Worker to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain Age Related Expectations in reading, writing and mathematics and/or make expected progress from their starting points. COST: £14,500 BARRIER: B, C, D, F, G and H	Family Support Worker to provide one-to-one pastoral and learning needs of vulnerable pupils. FSW to provide additional Teaching Support for Pupil Premium pupils during English and maths lessons	Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions may focus on the ways in which pupils work with (and alongside) their peers, teachers and family. Three broad categories of the interventions can be identified: 1. Universal programmes which generally take place in the classroom, such as PSHE programme; 2. More specialised programmes delivered by the FSW which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning, such as Forest Schools. Increased attendance helps to narrow attainment gaps with	Case Studies Learner Dispositions Pupil Voice Attendance FSW Evaluation HT Monitoring	LH/FT	**Dec 2018:** **FSW has supported 23 pupils this term; 18 are on target for EXS** **Mar 2019:** **FSW has supported 20 pupils this term; 16 are on target for EXS. 9 of the 20 are PP. 6 are subject to Social care** **July 2019:** Four children have been regarded as Children in Need (2 PP) Two families have been involved in the CAF (Common Assessment Framework): 1 PP Six children are officially Young Carers but there are several more Young Carers;5 PP There have been 14 iCart referrals/requests for information this academic year: 5 PP

		peers. Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.			
			Total budgeted cost	**£45,450**	

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs Additional adults provide extracurricular opportunities. Pupil Premium pupils are individually targeted for extra-curricular clubs. COST: Mayor's Award: £750 Equipment: £1000 BARRIER: B, C, D, F, G,	PP pupils targeted for extra- curricular clubs. Additional adults provide extra-curricular opportunities. Pupils from disadvantaged backgrounds targeted for some of clubs.	Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation. Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of	% of PP pupil attending extra-curricular clubs. Learner Dispositions Pupil Voice % attending extra-curricular clubs	AA/FT	**Dec 2018:** **62 PP (Y4-6) + 15 FSM (Y3)= 77 pupils. 68 pupils attend at least 1 extra-curricular** **Mar 2019:** **77 pupils. 72 pupils attend at least 1 extra-curricular.** **Of the 44 PP pupils eligible to graduate from Children's University: 43 pupils are.** **July 2019** Y4: 18/19 PP graduated: 94.7% Y5: 25/25 PP graduated: 100%

H, I and J		primary school age in terms of impact on cognitive tests.		
			Total budgeted cost	**£1,750**
			TOTAL i-iii	**£114,838 (-377)**

IN SUMMARY

Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.	Predicted progress based on July data and 2018 accountability measures: | Y6	R	W	M
---	---	---	---
ALL	0.62	0.47	0.36
PP	0.55	-0.79	0.60	
Pupil Premium pupils make expected or better progress from starting points in writing.	Y6: On target writing • EXS: 85.3 ALL and 96.0 PP • GDS:40.0 all AND 16.0 PP Y5: On target writing • EXS: 89.6 ALL and 80.9 PP • GDS: 28.6 ALL and 9.5 PP
SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more progress than non-Pupil Premium and non-SEND pupils.	Y6: Progress of SEND pupils: R W M 3.47 -1.20 4.83 Progress of SEND & PP R W M 3.65 1.72 0.70 SEND and SEND+PP above all (except writing for all SEND

Year 6 Pupils not on target in Year 5 participate in one to one tuition and improve attainment by more than 10% in standardised scores. LAC and Post LAC pupil tuition	Y6 R W M 5.23 2.70 2.09 Post LAC: 2/3 pupils making accelerated progress. Post LAC: 3/3 pupils making progress; 2/3 accelerated
Family Support Worker to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain Age Related Expectations in reading, writing and mathematics and/or make expected progress from their starting points. Qualitative data: Pupil Voice, other opportunities, pastoral support	Four children have been regarded as Children in Need (2 PP): All on target for EXP Progress Two families have been involved in the CAF (Common Assessment Framework): 1 PP-not on target for EXP progress Six children are officially Young Carers but there are several more Young Carers;5 PP There have been 14 iCart referrals/requests for information this academic year: 5 PP
Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs Additional adults provide extracurricular opportunities. Pupil Premium pupils are individually targeted for extra-curricular clubs	Y4: 18/19 PP graduated: 94.7% Y5: 25/25 PP graduated: 100%

VERSION 1: September 2018

VERSION 2: January 2019 (Review 1)

VERSION 3: April 2019 (Review 2)

VERSION 4: July 2019 (Review 3)