

Pupil Premium Strategy Statement Review 2017- 18

1. Summary information					
School	Oratory R.C. Primary and Nursery School				
Academic Year Review	2017 – 18	Total PP budget	113,727 (estimate) 109.560 Actual 67,760 Sept 17 – March 18 41,800 April 18 – Aug 18	Date of most recent PP Review	PFS Committee 23 .3. 18 FGB July 2018
Total number of pupils	229	Number of pupils eligible for PP	81 Rec – Y6 5 Nursery (53 FSM) (81 E6)	Date for next internal review of this strategy	External Review: Achievement for All – monthly from Nov 2018

Impact of Strategies on attainment and progress End Of KS2 2017 and 2018	Pupils eligible for PP Oratory		ALL Pupils Oratory		ALL PUPILS (National average)		Pupils not eligible for PP Oratory		Pupils not eligible for PP (NA)	
	2017	2018 (17)	2017	2018 (30)	2017	2018	2017	2018 (13)	2017	2018
% achieving expected standard in reading, writing and maths	53%	47%	57%	60%	61%	64 %	57%	77%	61%	TBC
% achieving expected standard in reading	63%	71%	63%	77%	71%	75%	64%	85%	77%	TBC
% achieving expected standard in writing	74%	59%	70%	70%	76%	78%	64%	85%	81%	TBC
% achieving expected standard in maths	68%	59%	77%	70%	75%	76%	91%	85%	80%	TBC
Average Scaled Score in Reading	103.4	105	103.9	105	104.1	105	104.9	105.5	105.4	TBC
Average scaled Score in Mathematics	102.1	102	103.2	103	104.2	104	105.3	105	105.3	TBC
Average Progress in Reading	-0.7	+ 1.1*	+0.2	+ 1.5*	5 PP pupils are also SEND, 4 of these didn't convert from a L2 at KS1 to EXS at KS2. 1 non PP pupil also failed to convert. This adversely affected progress in writing.					
Average Progress in Writing	-1.1	-4.4*	-0.9	-2.9*						
Average Progress in Mathematics	-2.4	-1.4*	-0.7	-0.4*						

***PLEASE NOTE CHANGES IN PROGRESS FROM JULY 2018 WHICH WERE PREDICTED USING ACCOUNTABILITY MEASURES JAN 2018 not Accountability Sept 2018**

2. 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.	<p>On entry (EYFS) data demonstrates increased numbers of PP and EAL children experiencing difficulties in Communication and Language in addition to low level oracy skills of our native English speakers this leads to:</p> <ul style="list-style-type: none"> • A lower than average proportion of pupils who were emerging or expected at the end of EYFS did not make accelerated progress to attain a higher than expected level by the end of KS1. • The attainment of disadvantaged pupils is below that of others nationally at KS2. • A lower proportion of high prior attainers gained the deeper level than occurred nationally. This contributed to the school's attainment at the deeper level being below the national average.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B	To support pupils and help them to overcome a range of issues that can affect their well-being (emotional and physical) and academic achievement – family circumstances.
3. Desired outcomes	
Desired outcomes + how they will be measured	Success criteria
Improve oral language skills for pupils eligible for PP and EAL pupils in Reception, Y1 and Y2.	<p>Target PP pupils in Reception, Y1 and Y2 to ensure rapid progress by the end of the year so that pupils eligible for PP:</p> <ul style="list-style-type: none"> • Meet age related expectations or above in reading and writing • Develop the skills that enable them to achieve a deeper level of understanding in Mathematics. <p>✓ Reception – Minimal gap (3%) between PP (71%) and Non PP (74%) in Literacy and Mathematics in relation to attaining age related expectations at the end of EYFS has been maintained for the third year.</p> <p>✓ Y1 – Phonic Screening Check: 100% of PP pupils achieved the expected standard compared to 88% of Non PP pupils. An increase of 23% compared to 2017.</p> <p>✓ Y2 – In Maths, Reading and Writing 71% of PP attained the expected standard compared to 62% of Non PP pupils.</p>

		<ul style="list-style-type: none"> ✓ PP (77%) outperformed Non PP (76%) attaining the expected standard in Reading and Mathematics respectively by 1%. ✓ PP (23%) outperformed Non PP (18%) attaining greater depth in Reading and Mathematics respectively by 5%. ✓ Closing of the gap in writing from 5% to 2% as well as being in line with national parameters. <p><u>Areas for Improvement 2018 - 19</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> ➤ Close the gap between PP and Non PP attaining a Good Level of Development which increased in 2018 by 17%. ➤ Increase number of PP pupils attaining age relates expectations at the end of EYFS in Communication and Language, PSED and Understanding the World so they are in line with the attainment of Non PP nationally. <p><u>Year 2</u></p> <ul style="list-style-type: none"> ➤ Increase number of Y2 PP attaining greater depth in Reading, Writing and Mathematics so they are broadly / in line with national parameters
	<p>Improve writing achievement by identifying underperformance within key groups of pupils e.g. disadvantaged and ensuring provision demonstrates that gaps are being narrowed to align closely (HT PM to decide) within national parameters</p>	<p>Pupils eligible for PP identified as prior middle attainment make accelerated progress across Key Stage 1 and 2 in writing.</p> <p>Measured by teacher assessments, in house moderation and external moderation which included successful moderation practices established across Caritas in Urbe and the Ladywood Consotrium</p> <ul style="list-style-type: none"> ✓ End of KS1 PP and Non PP in line with national and gap closing. ✓ End of KS2 PP attaining greater depth in GPS (35%) in line with national and higher than Non PP by 4%. <p><u>Areas for Improvement 2018 – 19</u></p> <p><u>End of KS1 and 2</u></p> <ul style="list-style-type: none"> ➤ Increase number of Y2 and Y6 PP attaining greater depth in Writing so they are broadly / in line with national parameters. <p><u>End of KS2</u></p> <ul style="list-style-type: none"> ➤ Close the gap between PP (59%) and Non PP (85%) attaining the expected standard in writing. Gap in 2018 - 26%.

- Close the gap between PP (65%) and Non PP (92%) attaining the expected standard in GPS. Gap in 2018 - 27%.

Challenge disadvantaged pupils who have the potential to achieve the deeper level at KS1 and KS2 in Reading, Writing and Mathematics.

Increase the proportion of pupils who achieve at the deeper levels (greater depth) within national parameters.

Impact: End of KS2 Attainment conversions from KS1:

Prior Attainment KS1 READING	Expected KS2 18 +	Greater Depth KS2 18	Total No Pupils
All	77% (23) Up 14%	33% (10) Up 20%	30
Low at KS1	100% (1)		1
Middle at KS1	75% (15) Up 9%	20 (4) Up 11%	20
High at KS1	100% (7) =	86% (6) Up 46%	7
Disadvantaged (PP, Service and LAC)	71% (12) Up 8%	29% (5) Up 18%	17

Prior Attainment KS1 WRITING	Expected KS2 18 +	Greater Depth KS2 18	Total No Pupils
All	70% (21) =	3% (1) =	30
Low at KS1	0%		1
Middle at KS1	75% (17) Up 2%	0%	20
High at KS1	100% (7)	14% (1) Down 6%*	7
Disadvantaged (PP, Service and LAC)	65% (11) Down 9%	0% Down 5% (1 child)	17

* one child 2017 and 2018

		Prior Attainment KS1 MATHEMATICS	Expected KS2	Greater Depth KS2	Total No Pupils
		All	70% (21) Down 7%	20% (6) Up 7%	30
		Low at KS1	0%		1
		Middle at KS1	70% (14) Up 2%	10% (2) Up 1%	20
		High at KS1	100% (7) =	57% (4) Up 17%	7
		Disadvantaged (PP, Service and LAC)	63% (10) Down 5%	19% (3) Up 8%	17
		<p>End of KS1 Attainment:</p> <ul style="list-style-type: none"> ✓ Reading – Increase of 21% of PP pupils achieving greater depth from 0% in 2017. Dip in expected standard from 83% to 79% ✓ Writing - Increase of 4% of PP pupils achieving expected standard from 67% to 71% . ✓ Mathematics – Increase of 4% of PP pupil achieving expected standard from 75% to 79% and greater depth from 0% to 7%. <p>Increase expectations and improve CT and TA subject knowledge in how to challenge all groups especially in mathematics and writing.</p>			
Pupils are resilient both academically and emotionally.	<p>Through their attendance, behaviour and academic progress pupils demonstrate that school provision is overcoming barriers:</p> <ul style="list-style-type: none"> • Attendance at or above the national average. 96.1% • A lowering of persistent absenteeism. • Increasing number of children at 100% attendance. • Learning behaviours promote good, independent and collaborative learning. Neil Clarke BEP Report • Good behaviour within social situations throughout the school e.g. evidenced by visitors to the school including parents and carers. Neil Clarke BEP Report, BCC Safeguarding Audit Report, Parent / Carer questionnaires 				

		<ul style="list-style-type: none">• Narrowing the gaps for groups of disadvantaged pupils with other pupils nationally in similar groups. (See above)• High standards of learning and social behaviour in class, around school and in the community. Neil Clarke BEP, BCC Safeguarding Audit Report
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4. Planned expenditure					
Academic year		2017 – 2018			
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 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?
A. Improve oral language skills for pupils eligible for PP and EAL pupils in Reception, Y1 and Y2.	Speech Link Language Link	<ul style="list-style-type: none"> Previously used (smaller target group); results showed secure and rapid improvement. Early identification of speech/language difficulties through universal screening; Structured therapeutic programmes differentiated to develop speech and language acquisition Assessment on a 1-1 basis screening ability in 8 key areas of language. Results identify those who require school based support and those who may need a speech and language therapist referral. 	<ul style="list-style-type: none"> Continued training for TA and training for new target teacher to deliver programme Support Plans generated clearly identify level of support and next step for each pupil through an on-going, interactive document where all interventions, outcomes and assessments are recorded. GL to oversee and monitor Initiative to be time tabled to take place a weekly. 	GL Phase Leader MP Inclusion Leader AR (TA) CW (TT) Carrying out the initiative	<ul style="list-style-type: none"> Termly (AR and GL) Termly HT and Inclusion lead. At any time GL, MP or HT can access the online programme and observe progress and areas taught. Pupil Progress meetings

B. Improved language development, critical thinking and memory.	Music Lessons and learning to play an instrument. <ul style="list-style-type: none"> Recorders (Y3, whole class) Cello and Violin (Y4, whole class) Keyboard, recorders, violin and cello – gifted and talented pupils in Y3, 4, 5 and 6. 	Research indicates that learning music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. “A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning,” Mary Luehrisen, (NAMM)	<ul style="list-style-type: none"> Specifically trained staff (Services for Education Music Department / conservatoire to)deliver music and instrumental lessons Initiative to be time tabled to take place a weekly. Member of SLT (music specialist) to monitor and liaise with service to ensure quality learning and progress. 	GP Music Lead Services for Education – Music Department	<ul style="list-style-type: none"> Regular whole school recitals – whole school, parents and carers Exams Ladywood Showcase Musicality within school productions
			Total budgeted cost	23,824 (Targeted teacher and TA) 10, 590 (Music Lessons)	
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale or this choice?	How will you ensure it is implemented well?	Staff lead	review implementation?

<p>1. Improve the achievement of disadvantaged pupils in Writing and Mathematics – especially higher attainers.</p> <p>2. Closing the gap between progress of PP children and non-PP.</p>	<p>Y6 target teacher working alongside the CT and TA in Writing and Mathematics.</p>	<ul style="list-style-type: none"> Ensures that all children are exposed to a diet of ‘expected’ and ‘greater depth’ and supported in terms of challenge and reinforcement. 	<ul style="list-style-type: none"> Cycle of monitoring – planning and pupil conferencing with books Pupil progress meetings Termly data drops Lesson observations by senior leaders and external visitors (Peer to Peer, School Learning and Improvement Partner, external consultants) Progress in books is accelerated 	<p>Maths Lead</p> <p>Y6 Target Teacher</p> <p>Y2 Target Teacher (new for 17-18)</p>	<ul style="list-style-type: none"> Termly
<p>1. Improve outcomes for EAL and SEND children</p>	<p>Post and Pre Tutoring 1-1 or 1-2 support for EAL / Autistic pupils</p> <p>Implement English and Mathematics Toolkit. Introduce use of ITP’s for all classes.</p>	<ul style="list-style-type: none"> Evidence that post tutoring has a positive impact on pupil retention of basic skills. Inclusion lead and HT visited schools who already trial this approach. Improved and more focused targets for SEND pupils leading to raised attainments and progress. 	<ul style="list-style-type: none"> Inclusion Audit and follow up by Pupil and School Support Review impact of interventions (English and Mathematics Toolkit and ITP’s) by Inclusion lead and CT Progress in books 	<p>Inclusion Lead ML MS</p>	<ul style="list-style-type: none"> Termly
Total budgeted cost					<p>30, 785 (Targeted teacher and TA support)</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review</p>

					implementation ?
Home – School Support Link Breaking down barriers to learning and Well Being	<p>Breaking down barriers to learning through:</p> <ol style="list-style-type: none"> 1. Monitoring and supporting families and children with issues over Attendance, punctuality, signposting parents and carers to outside agencies re: housing, benefits and medical support. 2. Liaising with parents and carers beginning and end of the day re: homework, communicating with class teacher / teaching assistant. Urgent concerns - HT and DHT informed immediately. 3. Liaises with school based social worker / school nurse re: support for families / child. 	<ul style="list-style-type: none"> • Senior member of staff who is well respected amongst our families; thus allowing for more proactive and effective communication and partnerships. • Role has grown during the past four and a half years and been shaped in response to the intake and changing profile of our school community in addition to the arrival of a school based social worker. 	<ul style="list-style-type: none"> • Regular Safeguarding Team meetings in addition to daily feedback. • Regular review of termly action plan. • Access to My Concern • Feedback from parent / carers and pupil questionnaires • Improved outcomes (progress) in reading, writing and mathematics for our PP pupils across the school. 	Safeguarding Team HT	Termly basis in addition to weekly discussion re: specific new or on-going cases.
To develop strategic thinking, concentration and reasoning skills in Y5 and Y4 pupils. 60	Chess in the Community	<ul style="list-style-type: none"> • Empowering children through chess • Emerging research suggests a positive link between chess 	<ul style="list-style-type: none"> • Feedback from CT's, pupils and LD – tutor • Impact on pupil mathematical reasoning 	CD Maths Lead	Termly

mins weekly chess in addition to a Challenge Chess Club and Gifted and Talented Chess for Y6		and academic attainment; a recent meta-study concludes that sustained exposure can have a significant impact on mathematics ability.	skills, progress and attainment.		
Knowledge and expertise helps the school to signpost families quickly and ensure prompter action from service	School Based Social worker / Therapeutic Councillor	Breaking down barriers to learning and Well Being	<ul style="list-style-type: none"> • Attainment and progress of PP children. • Pupil, parent / carer questionnaires 	Safeguarding Team	Termly basis in addition to weekly discussion re: specific new or on-going cases
Real Projects – Transference of skills within another setting or experience.	Educational visits (EV) Experiences In essence aiding memory and recall.	EOS Alliance Research– positive impact on pupil engagement; increase in retention and transference of basic skills due to increased neuron activity.	<ul style="list-style-type: none"> • Real Project Evaluations by pupils, CT's, parents and carers • Progress in books 	CD and CT	Termly - Real Project Evaluations
1-1 Support for targeted PP children – academic and social	Health Mentor	<ul style="list-style-type: none"> • positive male role models for our vulnerable children. • Weekly opportunity to reflect on each week 	<ul style="list-style-type: none"> • Attendance increase of PP • Attainment and progress • child, parent, carer and staff views 	CD and MP	Termly
Total budgeted cost					10, 985 HSL 24, 320 SBSW 2,563 CIS 7, 083 HM