



Key Priorities Statement

A key priority for Our Lady & St Edwards in 2017/18 is to continue reducing the inequality of outcomes due to the socio-economic backgrounds of our pupils and to continue to diminish the differences between the educational outcomes of pupils from different backgrounds. The use of the Pupil Premium Funding is an important tool in addressing this.

Pupil Premium is money allocated to schools by the government for the specific purpose of supporting pupils from disadvantaged backgrounds, to ensure that they have full and equal access to educational opportunities.

Our Lady & St Edwards has been allocated £92,400 for the academic year 2017/2018. This grant will be used for each pupil currently or previously entitled to free school meals (or 'FSM' pupil,) and each pupil who has been adopted. (Our Lady & St Edward's currently have no 'Looked After' children or Service Family Children).

This funding is additional to the main academy budget funding we use to support this area of work.

What do we expect to see? Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress, especially in Maths and English specifically reading for understanding;
- Continue to diminish the differences between school and the national average;
- Access activities offering Welfare and Emotional Support

1. Summary information

School	Our Lady & St Edward Primary and Nursery Catholic Voluntary Academy				
Academic Year	2017-18	Total PP budget	£92,400	Date of most recent PP Review	July 2018-
Total number of pupils	241	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Completed

Review Timetable

January 2018	Review the impact of Autumn 2017 provision and spending and make adjustments for the spring term
April 2018	Review the impact of Spring 2018 provision and spending and make adjustments for the summer term
July 2018	Review the impact of Summer 2018 provision and impact at Pupil Progress meetings to set targets for the autumn term 2018
October 2018	Review the impact of 2017/8 provision and spending
November 2018	Publish 2018/19 Pupil Premium Strategy

Previous performance of disadvantaged pupils making expected progress

	2014			2015			2016		
	School D % (14)	School All % (32)	National All %	School D % (17)	School All % (27)	National All %	School D % (19)	School All % (31)	National All %
% of pupils making expected progress in Reading	92%	100%	92%	88%	89%	91%	89%	87%	66%
% of pupils making expected progress in Writing	92%	100%	94%	94%	89%	94%	79%	77%	74%
% of pupils making expected progress in Maths	85%	94%	91%	88%	89%	90%	100%	94%	70%

Previous performance of disadvantaged pupils making more than expected progress

	2014			2015			2016		
	School D %	School All %	National Non-D %	School D %	School All %	National Non-D %	School D %	School All %	National All %
% of pupils making more than expected progress in Reading	54%	66%	35%	44%	40%	33%	11%	10%	19%
% of pupils making more than expected progress in Writing	46%	52%	33%	50%	44%	36%	0	0	15%
% of pupils making more than expected progress in Maths	31%	34%	35%	38%	24%	34%	11%	13%	17%

School D = School Disadvantaged Pupils School All = School All Pupils National All = National All Pupils

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.	Forever FSM pupils eligible for Pupil Premium are making less progress than other pupils across the Local Authority in Maths.	
B.	Forever FSM pupils eligible for Pupil Premium are making less progress than other pupils in school in Writing & Maths in 2017.	
C.	Support for pupils to reach the higher standard in RWM @ the end of KS1 & KS2	
3. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	a. Parental engagement is not strong for pupils outside of school. Parents are more willing now to come into school for events and there is good support at parents evenings, however parents are still not consistently hearing their children read outside of school and this is hindering pupils progress in reading comprehension and retention of skills learnt in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve higher rates of progress for most able disadvantaged pupils in Maths	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that progress is as good as other pupils.
B.	Improve higher rates of progress for most able disadvantaged pupils in writing.	Disadvantaged Pupils in Y6 are diminishing the differences at the expected and higher standard between themselves and other pupils so that progress is as good as other pupils
C.	Support those pupils who are struggling with Social and Emotional needs through the Emotional Literacy Support Assistant, including the FunFits programme, Chaplaincy and Buddy Teams.	Those pupils with emotional needs are able to use the strategies given by the ELSA/FunFits Programme/Chaplaincy & Buddy Teams.
D.	Punctuality and attendance to remain at a high level	Continue to reduce absence for those on FSM 2.9% to 2.5% and to bring persistent absence for FSM pupils closer to that of all pupils from 3.8% to 3.5%.

5. Planned expenditure: Quality first teaching						
Academic year	2017-18					
A & B	Estimated number of Pupils: 45					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation? Jan 2018 July 2018	Staff lead	When will you review implementation?	Cost
A & B	1:1 or Small group support from specialist tutor (Delivered x2 weekly by qualified teachers: x3 1:1, HT groups KS2, DHT Groups KS1)	Stats from 2017 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Small groups: Y6/Y5/Y4/Y3 Y2/Y1 1:1: Y4 & 5 This has continued throughout the year and will do so next year. This year was the 1 st year the school achieved the Higher Standard in RWM.	Literacy & Maths Coord / Head Teacher	Termly	£63,886
B	Volunteer readers come into school weekly to hear readers in EYs, KS1 & KS2 with a focus on Pupil Premium pupils; focus on understanding for reading.	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Volunteer readers continue to come into school weekly. Volunteers continue to come into school weekly. We need more volunteers next year. We also have a lady from the School Readers Project with us from September	Literacy Coord & Head Teacher	Termly	No additional cost

A & B	Small group support from class teacher or experienced Teaching Assistant	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Interventions have been reviewed form the autumn term during Pupil Progress meetings.	Literacy & Maths Coord / Head Teacher	Termly	No additional cost
B	Daily one to one reading depending on need with TA/Class Teacher (Includes precision teaching)	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. Teachers hear pupils read regularly and this is monitored by SLT This is having a positive impact on pupils reading and we are beginning to see termly reading results improve over time.	Literacy Coord & Head Teacher	Termly	No additional cost
A & B	Specialist DHT support for Y2 to improve the progress of the Most Able pupils to ensure that at least 10% achieve higher standard at RWM 2018.	Stats from 2017 SATs results show that for pupils at the end of KS1 there is a gap between those pupils achieving at the expected and higher and others @ RWM.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. DHT supported during the autumn term 2017. AHT supporting summer term.	Literacy & Maths Coord / Head Teacher	Termly	£5,983
A & B	1:1/group support for pupils in Y3 to diminish gaps from Y2 in writing.	Stats from 2017 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected and higher and others in writing.	By Senior Leadership team monitoring programme, through in-school tracking data and end of Key Stage results. DHT supporting Y3 from Dec 2017 x2/week. Y3 are still a poor cohort however, their behaviour and attitude to learning has improved this year. They will continue to receive support next year.	Literacy Coord & Deputy Head Teacher	Termly	£8,264
Total budgeted cost						£78,133

6. Planned expenditure: Targeted support						
Academic year	2016-17					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation ?	Cost
C	Fun Fits Programme delivered by trained TA 3x/week	This is a program helps improve co-ordination skills and has been adapted to support pupils with concentration and those who find settling into the daily routine school difficult.	Monitored half termly by SENCo This is being taken on in the Spring term by the P.E coordinator as there was not enough time for the TA to manage this during the week. Did not run in the Summer term due to time and personnel issues.	Sports Coordinator/SENCo	Half Termly	£1,450
C	Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA.	The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school.	Monitored termly by ELSA and SENCo ELSA has resigned and this role will need to be filled asap. This has been filled by a worker from Education Tree. Staff and pupils are positive about her input and this will continue next year.	SENCo	Termly	£7,876

C	Welfare / Emotional Support through Chaplaincy Team	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all	Monitored through weekly chaplaincy meetings with ELSA R.E coordinator to support the Chaplaincy team. Meeting x1/week along with the Trust Chaplaincy coordinator. Chaplaincy is on-going and a success of the school. A new team is in place for 2018-19.	R.E Coord & SENCo/ Head teacher.	Termly review with HT.	£5,688
C	Welfare / Emotional Support through the Buddy Teams	Support for all pupils across the school to aid their social, moral and cultural views on life have proved to be the driving force behind the schools values and ethos and have led to improved manners and behaviour and general respect for all.	Monitored through weekly Buddy meetings with ELSA R.E coordinator to support the Buddy team. A new team is in place for 2018-19. Again this is a strength of the school and popular with the children.	R.E Coord/ SENCo & Head teacher.	Termly review with HT	£150
Total budgeted cost						£15,164

7. Planned expenditure: other approaches

Academic year	2017-18					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring & Evaluation?	Staff lead	When will you review implementation?	Cost

D	Weekly Attendance checks and Late Gates	EWO supports those pupils whose attendance falls below 90%. The strategy has been successful over time and attendance rates for the whole school are 97%. The EWO supports with Late Gates and this has helped to modify the lateness of some pupils.	The school will continue with this strategy to ensure that attendance continues to maintain high rates and that those pupils who are P.P are not disadvantaged by not being in school or coming late. EWO off sick since Dec 2017 and therefore there have not been any attendance meetings with parents taking place. Attendance is still high and celebrated at half termly assemblies. Attendance is high @ 97.06% across the school.	EWO/ Admin staff/HT	Weekly & Half termly at FGB meetings	£2,927
D	Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school	Half termly meetings take place with parents, the EWO and the HT. This ensures that parents are aware of their child's rate of attendance and sets a standard right for the start of the child's school life for good attendance.	The academy has been successful in engaging parents in these meetings and ensuring that parents of children who are persistently absent/late are held accountable for this. EWO off sick since Dec 2017 and therefore there have not been any attendance meetings with parents taking place. Attendance is still high and celebrated at half termly assemblies. These take place where necessary and home visits also take place where necessary.	EWO/ Admin staff/HT	Half termly meetings with parents	As above
Total budgeted cost						£2,927
Total overall cost						£96,22

8. Review of expenditure				
Previous Academic Year		2016-17		
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

Improvement in data at the end of EYs, KS1 & KS2	<p>Maths interventions to small groups and 1 to 1 across all year groups</p> <p>English interventions to small groups and 1 to 1 across all year groups</p>	<p>Pupils at the end of each Key Stage less well than 2017; however in the Y6 class only 26 from the original Y2 class of 30 pupils, remained and five new pupils arrived through KS2. Of the original 26 they made 21% progress in RWM from KS1-KS2.</p> <p>Pupils at the end of KS1 made some progress from EYs to KS1 however this was limited.</p> <p>EYs data for Reading, Writing and Maths was above the National comparator for 2015-16.</p> <p>Phonics in Y1 was above National comparators.</p>	<p>Some 1:1 support changed into small groups support and this sometimes worked better for some pupils.</p> <p>There were not enough pupils at the end of KS1 & 2 achieving greater depth at RWM and this will be a target for next year.</p> <p>Although using small groups and 1:1 proves to be very successful, next year Most Able students including Most Able Pupil Premium will be targeted through this strategy.</p>	£82,103
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

Emotional Health & Well Being support	Fun Fits	This group is run for all pupils and includes those who are P.P. It successfully supports pupils to concentrate at the beginning of each day	Some activities were not working and have been revised for the year ahead and are to be delivered by a TA only 3x/week.	£30,965
	Uniform Support	A small number of pupils who require uniform through the approach benefitted; it is purely for P.P	This is a small amount of money and supports parents to enable their pupils to come in uniform and will continue next year.	
	Chaplaincy	The Chaplains come into school once/week and work with the whole school and specifically the Chaplaincy team. Pupils are more confident at standing up and speaking and participating in whole school events is stronger from pupils. Pupils are more ready to engage with the school ethos and are will to follow the school and academy rules.	The chaplaincy team are a very cohesive group and show highly positive role models to younger students who aspire to follow in their footsteps. This strategy will continue next year, as it a positive impact on the ethos, moral, social and cultural impact on the students including those on P.P.	
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

	Welfare Support	The Education Welfare Officer ensures that any pupil who is falling below the academies expected standard of attendance is included in this strategy	The schools attendance data is very strong and is constantly under review by the EWO; this strategy will continue next year.	£2,906
--	-----------------	--	--	--------

9. Additional detail

--