



St Benet's RC Primary School, Ouston

Pupil Premium Strategy Statement- Evaluation of Impact (September 2018)

2017 – 2018

Rationale

There are 242 children on roll at St Benet's, with only 8% of our children eligible for pupil premium finance. There are very small numbers of children in each cohort who are eligible for such funding and in our Year 6 cohort, there are no children who are currently eligible for pupil premium finance. Numbers in each cohort are therefore not shown in this statement.

Because there are so few numbers of disadvantaged children in each class, it is difficult to compare with non-disadvantaged children. Our 2017 outcomes for disadvantaged children did increase on 2016's cohort at both KS1 and KS2 overall. One of the main areas of the school development plan for 2017-2018 is to increase the amount of children working at a greater depth standard in all subjects, with all groups (including those eligible for pupil premium finance). The majority of this premium allocation shall be used to supplement the work of teaching assistants who provide very intense and challenging interventions to disadvantaged children to diminish the difference between them and their peers (at both the expected standard and at a greater depth standard). As there will be no disadvantaged data for the 2018 KS2 cohort, greater emphasis shall be placed on reporting data for Y3-5 for KS2.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
19	Per Pupil £1,320 9	Per Pupil £1,320 10	Per Pupil £1,900* *	Per Pupil £300 0

* Due to small numbers, we are not required to publish this information

*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

Early Year Pupil Premium Funding (Nursery Children)				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
1	Hourly Rate £0.53 1	Hourly Rate £0.53 *	Hourly Rate £0.53 *	Hourly Rate £0.53 £320

* Due to small numbers, we are not required to publish this information

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	20	Number of Pupils Eligible	20
Total Pupil Premium Budget	£27,460.00	% of Pupils Eligible	8%

KS1	2017 - Outcomes														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	100%	56.0	+44%	86%	73.0	+13%	14%	Expected Standard Reading	75%	59.0	+16%	92%	77.0	+15%	17%
Year 1 Phonics	100%	70.0	+30%	90%	84.0	+6%	10%	Expected Standard Writing	100%	66.0	+34%	80%	81.0	+1%	20%
Expected Standard Reading	100%	63.0	+37%	100%	79.0	+21%	0%	Expected Standard Maths	75%	63.0	+12%	84%	81.0	+3%	9%
Expected Standard Writing	75%	54.0	+21%	100%	72.0	+28%	25%	Expected Standard GPS	75%	66.0	+9%	88%	80.0	+8%	13%
Expected Standard Maths	75%	63.0	+12%	56%	78.0	-22%	19%	Expected Standard R/W/M	50%	47.0	+3%	72%	67.0	+5%	22%

Current Attainment (based on Autumn 2017 Term Data) – based on % of children working at the expected standard

Cohort	Subject	Current Baseline Data				Aspiration at End Of Year; Summer 2018 (based on end of previous year's attainment/pupil progress scrutiny or on entry attainment if Reception)			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6	Reading	97%	n/a	n/a	n/a	97%	n/a	n/a	n/a
	Writing	97%	n/a	n/a	n/a	97%	n/a	n/a	n/a
	Maths	97%	n/a	n/a	n/a	97%	n/a	n/a	n/a
	GPS	97%	n/a	n/a	n/a	97%	n/a	n/a	n/a
Year 5	Reading	97%	80%	100%	20%	83%	80%	84%	4%
	Writing	97%	60%	100%	40%	83%	80%	85%	5%
	Maths	97%	80%	100%	20%	83%	80%	85%	5%
	GPS	97%	80%	100%	20%	84%	80%	84%	4%
Year 4	Reading	72%	50%	74%	24%	78%	100%	76%	24%
	Writing	72%	50%	74%	24%	79%	100%	76%	24%
	Maths	83%	100%	81%	19%	86%	100%	85%	15%
	GPS	66%	50%	67%	17%	79%	100%	76%	24%
Year 3	Reading	100%	100%	100%	0%	100%	100%	100%	0%
	Writing	93%	50%	100%	50%	97%	75%	100%	25%
	Maths	66%	50%	100%	50%	97%	75%	100%	25%
	GPS	93%	50%	100%	50%	97%	75%	100%	25%
Year 2	Reading	97%	100%	96%	4%	96%	100%	96%	4%
	Writing	80%	50%	82%	32%	80%	50%	82%	32%
	Maths	84%	50%	86%	36%	93%	100%	93%	7%
	GPS	80%	50%	82%	32%	86%	50%	89%	39%
Year 1	Reading	97%	100%	96%	4%	97%	100%	96%	4%
	Writing	86%	100%	85%	15%	86%	100%	86%	14%
	Maths	86%	100%	85%	15%	90%	100%	89%	11%
	GPS	80%	100%	78%	22%	86%	100%	86%	14%

EYFS (Reception)	Reading	97%	100%	96%	4%	97%	100%	96%	4%
	Writing	93%	100%	92%	8%	93%	100%	92%	8%
	Number	87%	100%	85%	15%	93%	100%	92%	8%

***note: the current attainment focuses on the percentage of children in each cohort/group who are expected to achieve age related expectations/ working at the expected standard (it does not include any percentages regarding those working at a greater depth standard)*

Early Years Pupil Premium Current Attainment (Reception)		
Baseline Assessment – Age Expected Level Emerging 40-60 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
% achieving age expected levels on entry in Communication and Language	50%	62%
% achieving age expected levels on entry in Reading	75%	58%
% achieving age expected levels on entry in Writing	75%	73%
% achieving age expected levels on entry in Number	75%	62%
% achieving age expected levels on entry in Shape, Space & Measure	75%	46%

Early Years Pupil Premium Current Attainment (Nursery)		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
% achieving age expected levels on entry in Communication and Language	0%	65%
% achieving age expected levels on entry in Reading	0%	57%
% achieving age expected levels on entry in Writing	0%	61%
% achieving age expected levels on entry in Number	0%	48%
% achieving age expected levels on entry in Shape, Space & Measure	0%	52%

		Barriers to Future Attainment (for pupils eligible for PP)	Desired Outcomes
Internal Barriers	A	Disadvantaged children are performing lower than non-disadvantaged children nationally.	To ensure that disadvantaged children are performing in line with national expectation.
	B	Few disadvantaged children across the school are working at a greater depth standard/ achieving a high score.	To ensure that disadvantaged children are provided with learning tasks which challenge them and enable them to make better than expected progress.
	C	Some emotional, social and mental health issues for some disadvantaged children.	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.
	D	Speech and language difficulties for some of our disadvantaged children.	To improve communication and language for some of our disadvantaged learners.
External Barriers	E	No support with homework and home reading outside of school	To provide disadvantaged learners and their families with support with homework tasks and home reading support (eg: family learning sessions, free homework club participation).
	F	Attendance at school for some disadvantaged learners is lower than previously	To increase the attendance rates for some disadvantaged learners.

Pupil Premium Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	To ensure that disadvantaged children are performing in line with national expectation.	Pupils who are working below the expected standard will be given specific interventions to support their individual needs.	Intervention Profiles (concise evidence files showing additional work that eligible children complete)	Teaching assistants lead the interventions in school, with guide of teacher. Funding is therefore used to supplement salaries of 1.5 teaching assistants (£25,866)	New intervention profiles introduced in the Autumn term and are used effectively. Disadvantaged children making progress.	See below for an outline of the spring term data.	See below for an outline of the end of year data.
B	To ensure that disadvantaged children are provided with learning tasks which challenge them and enable them to make better than expected progress.	Pupils who are working at the expected level (particularly middle prior attainers) who could potentially achieve higher scores shall be given specific interventions to challenge in line with their peers	Intervention Profiles (concise evidence files showing additional work that eligible children complete)	Teaching assistants lead the interventions in school, with guide of teacher. Funding is therefore used to supplement salaries of 1.5 teaching assistants (£25,866)	New intervention profiles introduced in the Autumn term and used effectively. Disadvantaged children making progress.	See below for an outline of the spring term data.	See below for an outline of the end of year data.
C	For children to be provided with emotional support so disadvantaged learners make progress and to	Disadvantaged children who are struggling emotionally will receive some 1-1 support, group therapy work or shall be guided through our	Rainbows Counselling and Bereavement Resources	Approximately £300 allocated from school budget	Rainbows is starting in the Spring term Interest letters sent out to	Rainbows started in February 2018. Additional internal therapy groups in place	Teaching assistants have lead some therapy groups in school to support

	diminish the difference between them and their peers.	Rainbows counselling service offered here in school.			parents in November.	in school to support children struggling emotionally who are eligible for pupil premium funding. This includes children in both Key Stage One and Key Stage Two.	disadvantaged children who were struggling emotionally. For some of these children, such sessions have had a positive impact providing children with guidance, emotional support and coping strategies.
D	To improve communication and language for some of our disadvantaged learners.	SLA contract with Mrs Hepple, SALT therapist who supports children in school weekly	SALT Therapist	£35 per hour £35 x 10 weeks per term x 3 terms = £1,050 total	Positive feedback from Reception teacher particularly and parents of children receiving SALT	Tuesday sessions with SALT worker has improved the communication and language for some eligible children from Nursery to Year 5.	In Reception, children identified in September 2017 were working typically below in areas of communication and language. 75% of these children were working at the expected standard by the end of the year.

							Feedback from teachers and parents did feel that intense SALT support and the consolidation of S&L strategies did contribute to this positive impact.
E	To provide disadvantaged learners and their families with support with homework tasks and home reading support	Promote after school Homework club to eligible children (free of charge). Encourage parents to attend family learning sessions held in school support	Attendance at Homework Club	Cost of children having a place at the homework club provided in school £144 approximately Photocopied resources for family learning session Supply cover for teacher delivering family learning session	Some uptake for disadvantaged children attending after school provision, particularly homework club.	More uptake for disadvantaged children attending homework club. Parents of disadvantaged children attended Y1/2 family learning session.	The homework club was well attended and it offered to support to those disadvantaged children. Feedback from parents was very positive about this service.
F	To increase the attendance rates for some disadvantaged learners.	Working closely with parents to increase attendance rates for specific children	Children's attendance rates	Reward incentives for 'an improved attendance rate in school' as well as the existing 100% attendance awards	Communication with parents regarding attendance took place to encourage an increase in	Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have	Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have

				£100 of school budget set aside	child's attendance in the spring term.	supported families in ensuring their child's attendance increases. This has applied to some eligible children.	supported families in ensuring their child's attendance increases. This has applied to some eligible children.
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Budget Summary		
Desired Outcome		Cost
A/ B	For all disadvantaged pupils to achieve the expected standard and for all disadvantaged children to be provided with learning tasks which challenge them and enable them to make better than expected progress.	£25,866
C	For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers.	£300
D	To improve communication and language for some of our disadvantaged learners.	£1,050
E	To provide disadvantaged learners and their families with support with homework tasks and home reading support	£144
F	To increase the attendance rates for some disadvantaged learners.	£100
Total Budget Spent		£27,460.00

Governance		
Monitoring The Effectiveness & Impact of Pupil Premium Performance		
Pupil Premium Committee Members – Resource committee members and Mr Chris Donnelly (Pupil Premium Governor)		
Pupil Premium Committee Meeting	Spring: 01-05-18 (Summer Term Governor Meeting)	Summer: 02-10-18 (Autumn Term Governor Meeting)

Spring Summary:

Outcome: To ensure that disadvantaged children are performing in line with national expectation.

Early Years- 100% of children in Reception working at age related expectations in all areas of learning and on track to achieve GLD.

Years 1-6 (based on Spring term attainment data)

- 86% of children working at the expected standard in Reading, 13% working at a greater depth standard.
- 67% of children working at the expected standard in Writing, 7% working at a greater depth standard.
- 64% of children working at the expected standard in Maths, 7% working at a greater depth standard.
- 54% of children working at the expected standard in EGPS, 7% working at a greater depth standard.

Outcome: For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers

- One child eligible for pupil premium funding has joined the Rainbows programme.
- Additional internal therapy groups in place in school to support children struggling emotionally who are eligible for pupil premium funding. This includes children in both Key Stage One and Key Stage Two. Additionally, the Behaviour Intervention Team are supporting an eligible child in Key Stage Two.

Outcome: To improve communication and language for some of our disadvantaged learners.

- Tuesday sessions with SALT worker has improved the communication and language for some eligible children from Nursery to Year 5.

Outcome: To provide disadvantaged learners and their families with support with homework tasks and home reading support

- Some eligible children attend the Homework after school club free of charge.
- Family Learning Sessions occurred in January to support parents of children in Years 1/2 with Phonics/Key Stage One SATS as well as children in Year 6 with Key Stage Two SATS.

Outcome: To increase the attendance rates for some disadvantaged learners.

- Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have supported families in ensuring their child's attendance increases. This has applied to some eligible children.

Summer (End of Year) Summary:

Outcome: To ensure that disadvantaged children are performing in line with national expectation.

Early Years- 100% of FSM children achieved a Good Level of Development, as well as exceeding in some areas of learning.

Key Stage One:

Subject	All Children EXS	Pupil Premium /Disadv EXS	National Expectation EXS (2017 results)	Pupil Premium /Disadv GD	National Expectation GD (2017 results)
Reading	87%	50%	63%	0%	14%
Writing	87%	50%	54%	0%	8%
Maths	90%	50%	63%	0%	11%

Key Stage Two:

There were no children eligible for pupil premium funding in our Year 6 2018 cohort.

Teacher assessment (Years 1-6, based on Summer term 2018 data)

- 80% of children working at the expected standard in Reading, 7% working at a greater depth standard.
- 46% of children working at the expected standard in Writing, 13% working at a greater depth standard.
- 60% of children working at the expected standard in Maths, 13% working at a greater depth standard.
- 61% of children working at the expected standard in EGPS, 7% working at a greater depth standard.

Although the progress between the Spring and Summer term for some of our disadvantaged children had dipped slightly in some subjects, the children's books do indicate that these children have made progress. Outside influences have affected the progress for some children. In EGPS, where spelling was our main focus this year, we have seen an improvement across the term at the expected standard and greater depth. In every subject there was an increase in the percentage of disadvantaged children achieving the greater depth standard in 2018 compared to 2017. *Having no children eligible for pupil premium in our Year 6 cohort has impacted on these results.*

Outcome: For children to be provided with emotional support so disadvantaged learners make progress and to diminish the difference between them and their peers

- One child eligible for pupil premium funding completed the Rainbows programme and their input was very positive following the sessions.
- Teaching assistants have lead some therapy groups in school to support disadvantaged children who were struggling emotionally. For some of these children, such sessions have had a positive impact providing children with guidance, emotional support and coping strategies.

Outcome: To improve communication and language for some of our disadvantaged learners.

- A SALT Worker has supported children in Nursery, Reception, Year 4 and Year 5 this year targeting particular areas of concern for individuals.

- In Reception, children identified in September 2017 were working typically below in areas of communication and language. 75% of these children were working at the expected standard by the end of the year. Feedback from teachers and parents did feel that intense SALT support and the consolidation of S&L strategies did contribute to this positive impact.

Outcome: To provide disadvantaged learners and their families with support with homework tasks and home reading support

- Some eligible children attended and were encouraged to attend the Homework after school club free of charge.
- Family Learning Sessions occurred in January to support parents of children in Years 1/2 with Phonics/Key Stage One SATS as well as children in Year 6 with Key Stage Two SATS.

Outcome: To increase the attendance rates for some disadvantaged learners.

- Team around the Family Meetings (TAFS) as well as meetings/phone calls with parents have supported families in ensuring their child's attendance increased. This has applied to some eligible children.

Review Date:	September/October 2018 Reviewed 27 September 2018
Written by:	Miss C Harper (head teacher)