

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	St Aloysius Catholic Primary School				
Academic Year	2016-2017	Total Pupil Premium budget	£295,680	Date of most recent PP Review	Feb 2017
Total number of pupils	396	Number of pupils eligible for Pupil Premium Funding	198	Date for next internal review of this strategy	May 2017

## 2. Key Area Demographics

St Aloysius Primary School is located within the St Pancras and Somers Town Ward

- St Pancras and Somers Town ward is within the 10% 'most deprived' in England (Index of Multiple Deprivation)
- 11.4% of population aged 3-11years (9%in Camden, 10.35 England)
- 48% of non-white ethnicity (34.6% White British, 15.1% Bangladeshi, 9.5% Black African)
- 34% Christian, 25.4% Muslim

KS1 Attainment: Percentage of KS1 pupils attaining the expected standard+ and percentage of pupils attaining greater depth in 2016 and

KS1 Diminishing the difference: Percentage of KS1 disadvantaged pupils attaining the Expected standard compared to national 'other' pupils in 2016

No. in cohort	60	School Year 2 % of All pupils at Expected standard+	School Year 2 % of Disadvantaged pupils Expected standard+	School Year 2 % of All pupils working at Greater depth (GDS)	National Other % working at Expected standard+	% Gap between School Disadvantaged pupils and National Other
No. of disadvantaged	31					
Reading		65% (-9%)	58%	2% (D 3%)	78%	-20% (GD -24%)
Writing		58% (-7%)	48%	0% (D 0%)	70%	-21% (GD -21%)
Mathematics		60% (-13%)	52%	2% (D 0%)	77%	-25% (GD-20%)
R/W/M		50%	39%	0% (D 0%)	85%	-46%
Science		88%	87%	N/A	N/A	+2%

KS2 Attainment: Percentage of KS2 pupils attaining the expected standard+ and percentage of pupils attaining greater depth in 2016 and  
 KS2 Diminishing the difference: Percentage of KS2 disadvantaged pupils attaining the Expected standard compared to national 'other' pupils in 2016

No. in cohort	59	School Year 6 % of All pupils at Expected standard+	School Year 6 % of Disadvantaged pupils at Expected standard+	School Year 6 % of All pupils achieving the higher standard in R & M/working at greater depth in W	National Other % working at Expected standard+	% Gap between School Disadvantaged pupils and National Other At Expected standard+
No. of disadvantaged	41					
Reading		58% (-8%)	54%	8% (D 10%)	71%	-18%(H-13%)
Writing		73% (-1%)	71%	14% (D 15%)	79%	-8%(H-3%)
Mathematics		76% (+7%)	71%	15% (D 15%)	75%	-5%(H-6%)
R/W/M (51%)		49% (-4%)	46%	2% (D 2%)	60%	-13%(H-5%)
GPS (79%)		76% (+4%)	76%	17% (D 15%)	78%	-2%(H-12%)
Science		66% (-15%)	66%	N/A	86%	-20%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Pupils enter school with poor oral language skills.
B.	Attainment of pupils eligible for Pupil Premium in Key Stage 1 and 2 is lower in Reading, Writing and Mathematics at the expected standard than for Non Pupil Premium children. No children reaching GD at KS1.
C.	A third of pupil premium children do not meet the expected standard in Year 1 national phonic screening.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Many parents experience difficulties supporting pupils with homework.
----	---

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for Early Years Pupil Premium Funding achieve expected levels by the end of Reception.	<p>Early screening for all pupils eligible for Early Years Foundation Stage Pupil Premium Funding.</p> <p>Identified pupils receive targeted support.</p> <p>Increase in the percentage of EYFS pupils achieving at least a 2 for Communication &amp; Language, and Speaking in particular. Adult model of language supports and develops children's communication and language skills in EYFS.</p>
<b>B.</b>	To Diminish the Difference between PP and non PP children in Reading, Writing and Maths and with their peers nationally by providing early targeted intervention for underperforming groups as identified through Target Tracker data – including those in receipt of PPG.	<p>Pupils make at least expected year on year progress (Target tracker, Y2-Y6 6 steps, Y1-5 steps) and meet national year group expectations in all areas.</p> <p>Analysis of children taking part in early targeted intervention demonstrates progress is being accelerated</p> <p>Analysis of this cohort using Target Tracker demonstrates a closing / narrowing of the gap with peers in school and nationally</p>
<b>C.</b>	To ensure teaching, planning and assessment are never less than good for those children in receipt of PP.	<p>Teaching to be never less than good using Target Tracker data / lesson observations (linked to Appraisal process) to evaluate impact</p> <p>Targeted intervention for underperforming groups to take place with progress and attainment monitored by class teacher and subject lead, SLT and SENCo</p> <p>Adult model of language supports and develops children's communication and language skills in KS1 and KS2</p> <p>Teaching Assistants are included in planning and assessment, and use effective communication with children.</p> <p>Pupil Premium Lead to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance.</p>

		Pupil Premium Lead to track additional information and direct resources appropriately based on outcomes using individual pupil tracking as required. Areas: attendance, parental attendance at consultations, involvement in extra - curricular activities.
<b>D.</b>	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to complete work at home.	Increased range of Parent Workshops in school targeting parents of pupils eligible for Pupil Premium Funding. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home. Pupil Premium Lead to track additional information and direct resources appropriately based on outcomes using individual pupil tracking as required. Areas: attendance, parental attendance at consultations, involvement in extra - curricular activities.
<b>E.</b>	Attendance/punctuality of children in receipt of PP are monitored and in-line with other children in school and nationally	If attendance / punctuality of children in receipt of PP is not in-line with other children in school and nationally, then Learning Mentor / EWO support for parents and families will be provided, (see also Whole school attendance strategy)
<b>F.</b>	Children self-regulate their behaviour with reduced need for adult intervention.	Behaviour of children in receipt of PP, including effective learning behaviours, are monitored and in-line with other children in school and nationally
<b>G.</b>	Pupil Premium Lead to champion PP provision and impact, reporting to SLT, Exec HT and Governing Body	Pupil premium lead appointed Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions Analyse progress of Pupil Premium children to determine and identify strategies / interventions to address any issues in performance Identify PP children to all staff and track their progress and provision Action plan identifies provision and expected impact Pupil Premium Lead acts as advocate and carefully tracks progress and impact of intervention strategies Named governors and rest of governing body have a

		<p>detailed knowledge of actions / their rationale / cost and impact</p> <p>Pupil Premium Lead to collate information regarding progress and impact across range of interventions and activities offered to this cohort and reports to SLT/Governors.</p>
--	--	---

## 5. Planned expenditure

Academic year (Allocation 2016/17 £298,080 Infants £120,246 & Junior School £177,834)

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 of 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?
Provide targeted intervention for PP children underperforming in Reading, Writing and Maths and those achieving Greater Depth.	<p>Appoint Pupil premium lead</p> <p>Tracking of attainment and progress</p> <p>Additional teaching full time intervention work for Years 2, 5 and 6.</p> <p>Reading recovery teacher Year 1</p> <p>Extra-curricular writing club</p> <p>Lesson observations of teachers (to be never less than good)</p> <p>Termly moderation</p>	<p>Low levels of attainment of pupils identified the need for additional targeted high quality teaching intervention to take place in order to diminish the difference in pupil progress and attainment in these year groups. Smaller class sizes will have a positive impact on teaching and learning and accelerate progress.</p>	<p>Half termly lesson observations to monitor teaching.</p> <p>Book scrutinies to demonstrate pupil progress.</p> <p>Team teaching to enhance pedagogy and professional dialogue with regards to pupils learning.</p>	PPL	

**Total budgeted cost**

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Early intervention Speech & Language Therapy delivered effectively to target pupils.	1:1 and small group to receive SALT Intervention for children in Reception and KS1.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	SENCO	
KS1 & KS2 targeted support delivered to address underachievement.	<p>Purchase of additional software to develop teaching and learning support staff delivery of intervention programmes. (Mathletics)</p> <p>Interventions in Breakfast club</p> <p>Beanstalk reading programme Yr 1, 2 and 6</p> <p>Reading Support Part-time Yr 2 (TA)</p> <p>15min Reading programme Yr 1</p> <p>Extra Curricular Reading Club Yr 2</p>	In order to address underachievement and to enhance progress for lower attaining pupils, additional intervention programmes have been developed to target and support children's learning in all year groups across the school.	<p>Class teachers meet with SLT each half term and with other support staff to discuss pupil progress.</p> <p>Communication with parents on pupil progress.</p>	PPL	

	<p>Key Maths Club Yr 6</p> <p>Mathletics Club KS1</p> <p>Extra Curricular Maths Club Yr3</p> <p>Catch Up Numeracy Yr 4 &amp; 5</p>				
Vulnerable pupils making at least expected progress in Reading, Writing and Mathematics.	<p>Counselling (TOPPS).</p> <p>Learning Mentor</p>	In order to support targeted pupils to build confidence and independence, CAMHS team will offer assessments and provide therapy for pupils with emotional and behavioural difficulties.	Parents and teachers to be consulted prior to engagement with CAMHS clinician. Follow up meetings delivered to ensure counselling and targeted workshops are effective.	SENCO Learning Mentor	
PP children improved performance in Phonics in EYFS/KS1.	<p>Targeted Phonics Interventions EYFS, Yr 1, 2 &amp; 3</p> <p>Parent Phonics Workshops</p>	<p>A targeted support group is needed for some pupils with specific phonic needs to meet end of year goals.</p> <p>In order to improve parental involvement and dialogue with school, parents will be invited into school to attend workshops which empower them to support their pupils at home.</p>	<p>PPL to lead intervention groups</p> <p>Parents and teachers to be consulted to devise programme of workshops. Follow up meetings delivered to ensure targeted workshops are effective.</p>	PPL	
<b>Total budgeted cost</b>					



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil Premium Governor Panel	Regular governor review panel meetings with PPL.	With the formation of St Aloysius Primary School the governors work in partnership with the Headteacher and other school staff to promote high standards of educational achievement and to drive the strategic direction of the school.	Regular PP review meetings, with full attendance, feedback and reviews given.	PPL	
Effective interventions are targeted at the most vulnerable children.	Vulnerable children meetings to identify those in receipt of PP and impact of interventions	As 50% are in receipt of the PP grant the school's aim is to address the differential between the life chances of children from poor backgrounds and other children.	Attendance analysed by FSM/PP  Regular gap analysis	Learning EWO	
Create opportunities and aspiration for pupils eligible for Pupil Premium Funding.	Workshops and inspirational visitors  Music tuition Yr 6  Curriculum Plus – Whole school  Igniting Learning - Whole School	Inviting visitors inspires and enables pupils to discover and develop the unique potential within themselves and inspires, engages and empowers them to pursue their dreams.	Identify pupil groups who are underachieving. Meetings with pupils and class teachers to identify need. Pupils to evaluate what they have gained from visitors.	SLT	
Educational trips to be paid by the school for vulnerable pupils	Bursaries for annual Year 6 residential trips & other day trip costs.	In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.	Meetings with parents to address needs. Trip letters to highlight that parents can seek help to cover financial cost of trips.	Class teachers/ SLT	

	<b>Total budgeted cost</b>
--	----------------------------