

# Pupil premium strategy statement

1. Summary information					
School	Alston Lane Catholic Primary School				
Academic Year	2016.17	Total PP budget	£25 680	Date of most recent PP Review	Dec 2016
Total number of pupils	202	Number of pupils eligible for PP	21	Date for next internal review of this strategy	April 2017

2. Attainment of Pupils eligible for PP (last 2 years Y6 data)					
		Pupils eligible for PP ( <i>our school</i> )		Pupils not eligible for PP ( <i>nat average</i> )	
2 years data is shown due to small numbers eligible: 2014.15 = 3      2015.16 = 2		2014.15	2015.16	2014.15	2015.16
% achieving the expected standard in reading, writing and maths		100%	50%	80%	53%
% making expected progress in reading		100%	0%	92%	No comparison available as %
% making expected progress in writing		100%	50%	95%	No comparison available as %
% making expected progress in maths		100%	50%	91%	No comparison available as %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The majority of eligible children enter school well below the ability of their peers and others nationally. 53% of eligible children are summer term births. 63% of eligible children were low ability at KS1 or did not meet GLD in EYFS.
<b>B.</b>	Eligible children in KS1 are not always heard read at home and their understanding and reading resilience is low.
<b>C.</b>	Social and emotional issues affect a proportion of eligible children which has an effect on their behaviour for learning and readiness to learn.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The attendance of eligible children is below that of the school's 96% target and this has a direct effect on their attainment and progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For PP children to make good progress from their starting points in relation to their peers. The gap is closed in EYFS and Year 1 so that low ability children and those not meeting GLD can attain in line with their peers.	EYFS to KS1 progress is at least in-line with expectations. KS1 to KS2 progress is at least in-line with national averages.
<b>B.</b>	For children to be heard read on a daily basis in school and their understanding and comprehension of what they read is improved. They have an improved love of reading and are eager to read each day.	Children are heard read each day by an adult and also at home by parents. Children pass the phonics check in Year 1. Children's understanding of what is read can be seen in their answers to comprehension questions.
<b>C.</b>	Readiness to learn is boosted for children with social and emotional issues through intervention by support staff each morning. Self-esteem is boosted.	Social and emotional issues will be regulated by the intervention of support staff working with PP children each morning during fix-it time. Music lessons and school visits are free for PP children.
<b>D.</b>	Attendance of eligible children improves.	Less persistent absence for this group and attendance rises to close to the school target of 96%.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2016.17</b>
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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?
<b>Good progress for all from starting points.</b>	Staff training and support to meet children's needs. Maths mastery and high quality resources.	Quality first teaching has the best impact on meeting children's needs.	Teaching and learning audits and tracking of eligible children	SLT	Termly.
<b>Improved reading ability</b>	Daily reading and comprehension skills support, using high quality resources.	Resilience in reading is required to complete assessments in Y2 and Y6.	Monitoring of guided reading and assessment outcomes	SLT	Termly
<b>Total budgeted cost</b>					£3,000

<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>
<b>Good progress for all from starting points.</b>	Intervention for children not meeting year group expectations. 1:1 support for CLA children.	Additional intervention during the afternoon targets gaps in learning based on children's individual needs. Additional ed psych and specialist teacher support for low ability children.	Monitoring by SENCO	RB SLT	Termly
<b>Improved reading ability</b>	Daily reading with an adult and focused intervention using relevant resources and approaches.	Hearing children read frequently improves confidence and ability.	Feedback from staff and phonics/reading assessment information.	KM	Weekly feedback to teacher.
<b>Readiness to learn</b>	Fix-it time nurture each day.	Children who can share issues each day will be more able to concentrate in class.	DSL will monitor and speak to support staff in training.	MF	Monthly
<b>Total budgeted cost</b>					£20,000
<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>
Improved attendance	Increased time spent following up absence and reasons for it with parents.	Children who are not in school cannot learn.	Allocated time to follow up absences on a monthly basis. Office admin fully briefed on expectations.	MF	termly
Increased self-esteem and opportunities	Remission for music lessons and school trips for all PP children	Monetary pressures are lifted from the family	Discussions with pupils and monitoring the uptake of music lessons	MF	termly
<b>Total budgeted cost</b>					£2,680

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015.16</b>	<b>£28 320</b>	
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To raise attainment and progress in core subjects.	Increased teaching assistant support in all classes from 8.45am.  Increased specialist teacher support and educational psychologist intervention	Support staff have increased the interventions we can offer to children with gaps in learning. PP children received additional support as did non PP children. Teachers report that the impact of this has been great. Children receive feedback during fix-it time each morning as well as afternoon intervention work where relevant.	This has worked well and will be continued into ensuing years.	£23,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To raise self-esteem of specific children and offer additional activities that foster confidence.	Free music lessons Free educational trips Free out of school care Counselling support	The uptake on free music lessons was initially very good but decreased as the year progressed. Parents are very happy that their children can access these things for free.	Parents engage well and as such we will continue this approach.	£5,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide resources for interventions	Resources for nurture room	The room became a place where children could go with a teacher to calm down or to talk each morning. They felt comfortable and at ease.	The room is available and resources so no further items are needed at this time.	£300