

Pupil premium strategy statement

1. Summary information					
School	Alston Lane Catholic Primary School				
Academic Year	2017.18	Total PP budget	£24,360	Date of most recent PP Review	Feb 2018
Total number of pupils	196	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Feb 2019

2. Attainment of Pupils eligible for PP (last 2 years Y6 data)					
		<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (nat average)</i>	
2 years data is shown due to small numbers eligible: 2015.16 = 2 2016.17 = 6		2015.16	2016.17	2015.16	2016.17
% achieving the expected standard in reading, writing and maths		50%	83%	53%	61%
making expected progress in reading		0%	50%	Below national average	Just below national average
making expected progress in writing		50%	67%	Below national average	Above national average
making expected progress in maths		50%	50%	Below national average	Above national average

3. 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.	Eligible children typically enter school well below the ability of their peers and others nationally.
B.	Social and emotional issues affect a proportion of eligible children which has an effect on their behaviour for learning and readiness to learn.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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>
A.	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.	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.
C.	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					
Academic year	2018.19				
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?
Good progress for all from starting points.	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.
Improved reading ability	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
High quality maths resources	The school has begun to deliver the Singapore Maths approach, using more concrete resources throughout school.	Singapore Maths has proven to be one of the best delivery systems for high quality maths in the world. Children use concrete materials before moving to pictorial representations and finally abstract concepts.	Working with the cluster of schools, accessing LA advisory support, close monitoring of outcomes in school through observation and discussion with teachers and pupils.	SLT	Termly report to Governors
Total budgeted cost					£10,000

ii. Targeted support					
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?
Good progress for all from starting points.	Intervention for children not meeting year group expectations.	Additional intervention during the afternoon targets gaps in learning based on children's individual needs. Additional specialist teacher support for low ability children.	Monitoring by SENCO	RB SLT	Termly
Improved reading ability	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.
Readiness to learn	Fix-it time nurture each day and counselling for specific children	Children who can share issues each day will be more able to concentrate in class. Counselling for specific children supports their mental health and happiness at school.	DSL will monitor and speak to support staff in training.	MF	Monthly
Total budgeted cost					£11,000
iii. Other approaches					
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?
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
Total budgeted cost					£3,360

6. Review of expenditure				
Previous Academic Year		2016.17	£25,680	
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
Good progress for all from starting points.	Staff training and support to meet children's needs. Maths mastery and high quality resources.	Staff training is focused on meeting all children's needs. Maths mastery evolved into the Singapore maths scheme which began in Sept 2017. Resources had already been purchased to support the initial mastery project.	Teachers received the most training. Teaching assistants will receive more training on questioning in the next academic year to support PP children and all those they work with.	£2,000
Improved reading ability	Daily reading and comprehension skills support, using high quality resources.	The reading carousel has been very successful in improving reading skills and comprehension. Intervention directed towards children needing these skills has been effective. Additional books and teaching materials were also effective.	Whole class guided reading has been trialled in some classes. This will be explored further in the next year. Resources bought will still be used for interventions in small groups.	£1,000
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
Good progress for all from starting points.	Intervention for children not meeting year group expectations. 1:1 support for CLA children.	The 1:1 support for CLA children worked very well and enabled gaps in learning to be quickly met. Wider interventions for children not meeting year group expectations were well planned and monitored by the SENCO and SLT.	1:1 teacher intervention will be utilised more often when gaps become wider, but children have the potential to close them rapidly.	£20,000
Improved reading ability	Daily reading with an adult and focused intervention using relevant resources and approaches.	Specific children always benefit from 1:1 or small group intervention. Progress gains were good in the majority of cases.	This will be maintained.	
Readiness to learn	Fix-it time nurture each day.	TAs are paid from 8.40am to enable them to act as learning support mentors or simply a listening ear for vulnerable children on entry to school.	This is maintained and we will continue to pay TAs from 8.40am each day.	

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
Improved attendance	Increased time spent following up absence and reasons for it with parents.	Attendance does improve when you speak to parents directly and communicate more often. Targeted children, with the exception of 1 who has now left the school, did improve attendance over the year.	Letters and personal calls will be continued. Office staff will remind parents that we can administer paracetamol in school should it be needed to keep slightly unwell children in school.	n/a
Increased self-esteem and opportunities	Remission for music lessons and school trips for all PP children	The take up of this remains high. Children enjoy lessons and develop more self-confidence. Children have even played their instruments in assemblies.	More remittance can be given on residential school trips.	£2,680