

St Fidelis Pupil Premium Strategy Statement 2015-2016

1. Summary information			
School	St Fidelis Catholic Primary School		
Academic Year	2015-16	Total PP budget	£98,840
Total number of pupils	420	Number of pupils eligible for PP	69

2. Current attainment (2015-2016 KS2 data)		
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	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>																																																	
% achieving the expected standard or above in reading, writing & maths (or equivalent)	68%	53%																																																	
% progress in reading	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>PP Reading</th> <th>Cohort</th> <th>Below</th> <th>Expected</th> <th>High</th> <th>Expected</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>P scales</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2C</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>2B</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2A</td> <td>5</td> <td>1</td> <td>4</td> <td>1</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>3C</td> <td>5</td> <td>0</td> <td>5</td> <td>2</td> <td>100%</td> <td>40%</td> </tr> </tbody> </table>	PP Reading	Cohort	Below	Expected	High	Expected	High	P scales	0	0	0	0	0%	0%	1	0	0	0	0	0%	0%	2C	2	1	1	0	50%	0%	2B	0	0	0	0	0%	0%	2A	5	1	4	1	80%	20%	3C	5	0	5	2	100%	40%	
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% progress in maths	PP Maths	Cohort	Below	Expected	High	Expected	High
	P scales	0	0	0	0	0%	0%
	1	0	0	0	0	0%	0%
	2C	2	1	1	0	50%	0%
	2B	1	0	1	0	100%	0%
	2A	7	0	7	4	100%	57%
	3C	2	0	2	1	100%	50%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Casual Admissions – 14% (59 children) of the school
B.	EAL – 40% (165 children) of the school
C.	

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

D.	
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4. Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Record of induction sheet to provide a robust induction / tracking system.	All PP casual admissions (18 children) to reach the expected
B.	Training and resources such as dual language dictionaries to support EAL PP children.	All PP, EAL children (15 children) to reach the expected standard.
C.		
D.		

5. Planned expenditure

Academic year	2015 - 2016
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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?
Quality teaching, developing the child as a whole.	Specialist subject teachers.	Previous employment of a music specialist led to high outcomes (in 2014-2015 the year 6 expected standard was 91%); thus specialist teachers were employed for PE, Music and Art.	Monitoring and appraisal.	Mr Hannon	Annually.
Quality Maths teaching based on the principles of Singapore Maths.	Teachers to attend Maths Mastery Training.	Research shows that children respond well to the practises of Singapore maths. We implemented the programme into the school 2014 – 2015; year 1 ended the year with 98% reaching the expected standard.	Regular monitoring and a yearly visit from a representative from Maths Mastery.	Miss Boyle	Annually.
Reception children to access our challenging curriculum.	Support staff within Reception.	Our NFER baseline showed 49% started the year below the expected standard of 40-60b months.	TA appraisals	Mrs McClumpha	Annually.

Total budgeted cost		£13,410 (specialist teachers), £5,000 (Maths Mastery training), £18,650 (reception support staff) = £37,060			
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?
To have aspirational targets to work towards.	Turnaround conferencing – with Mrs Hoban	Quality assurance of books (2014 - 2015) showed children took more pride in their work and teachers reported a better attitude towards learning.	Half termly SEN intervention meetings. Designated PP Lead.	Mrs Hoban	Half termly.
To move children from emerging to expected.	Interventions – Maths (Years 5 and 6), Phonics (Year 1) and Reading (Years 2 to 6).	Research (Education Endowment Fund) shows that daily interventions help to develop children's understanding.	Monitoring – data, movement from entry to exit data. Assessment analysis meetings.	Miss Kirby (reading), Mrs Atherton (maths) and Mrs Kang (phonics).	Half termly.
Specific actions and targeted support are put into place quickly.	Assessment analysis meetings	In appraisal meetings teachers have discussed the benefit of assessment analysis meetings.	Regular review of data for intervention children and accountability of actions being put into place (see assessment analysis notes).	Mrs Atherton and Mr Kennor	Half termly.

Total budgeted cost		£12,700 (Turnaround), £36,280 (Interventions), £9,000 (Assessment analysis meetings) = £57,980			
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?
Develop social skills.	Fund residential trips.	We do not want children to be unable to participate in residential trips due to finance. Residential trips are powerful tools to develop independence, team work and social skills.	Governor finance meetings.	Mr Kennor	Annually prior to governor finance meetings.
Total budgeted cost		£3,800 (residential trips) = £3,800			

6. Review of expenditure					
Previous Academic Year					
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

Quality teaching, developing the child as a whole.	Specialist subject teachers.	<p>All children in the school have benefitted from the expertise of a specialist music and PE teacher. KS2 children have benefitted from the expertise of a specialist Art teacher with one child in year 6 being awarded a scholarship partly based on her artistic skill.</p> <table border="1" data-bbox="689 408 1279 635"> <thead> <tr> <th>PP - PE</th> <th>Expected</th> <th>High Standard</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>86</td><td>0</td></tr> <tr><td>Year 2</td><td>88</td><td>25</td></tr> <tr><td>Year 3</td><td>93</td><td>0</td></tr> <tr><td>Year 4</td><td>91</td><td>18</td></tr> <tr><td>Year 5</td><td>100</td><td>21</td></tr> <tr><td>Year 6</td><td>100</td><td>23</td></tr> </tbody> </table> <table border="1" data-bbox="689 647 1279 874"> <thead> <tr> <th>PP - Music</th> <th>Expected</th> <th>High Standard</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>71</td><td>43</td></tr> <tr><td>Year 2</td><td>75</td><td>38</td></tr> <tr><td>Year 3</td><td>86</td><td>14</td></tr> <tr><td>Year 4</td><td>82</td><td>36</td></tr> <tr><td>Year 5</td><td>86</td><td>43</td></tr> <tr><td>Year 6</td><td>77</td><td>38</td></tr> </tbody> </table> <table border="1" data-bbox="689 895 1279 1058"> <thead> <tr> <th>PP - Art</th> <th>Expected</th> <th>High Standard</th> </tr> </thead> <tbody> <tr><td>Year 3</td><td>86</td><td>7</td></tr> <tr><td>Year 4</td><td>91</td><td>18</td></tr> <tr><td>Year 5</td><td>86</td><td>7</td></tr> <tr><td>Year 6</td><td>85</td><td>23</td></tr> </tbody> </table>	PP - PE	Expected	High Standard	Year 1	86	0	Year 2	88	25	Year 3	93	0	Year 4	91	18	Year 5	100	21	Year 6	100	23	PP - Music	Expected	High Standard	Year 1	71	43	Year 2	75	38	Year 3	86	14	Year 4	82	36	Year 5	86	43	Year 6	77	38	PP - Art	Expected	High Standard	Year 3	86	7	Year 4	91	18	Year 5	86	7	Year 6	85	23	The enhanced provision made possible by the use of subject specialist teachers has impacted positively on the children, as seen in the data on the left, it provided them with a broad and balanced curriculum; due to this we will continue to use specialist teachers.	13,410
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Quality Maths teaching based on the principles of Singapore Maths.	Teachers to attend Maths Mastery Training.	The end of year 2 data for the children who had received maths mastery lessons for 3 years, show 90% of all children and 75% of PP children reaching the expected standard of the new maths curriculum. 43% of PP children also reached the high standard. In KS2 87% of all children and 85% of PP children met the expected standard in maths compared to 70% national all figure. While 38% of PP children also reached the high standard. This is partly due to the new 6 part lesson approach used in year 6, which was inspired by Maths mastery.	Reasoning was found to be a weakness in comparison to strong arithmetic skills across the school. Staff meetings and monitoring will be used to address this in the next academic year (2016-2017).	5,000
Reception children to access our challenging curriculum.	Training and support for FS staff.	85% of St Fidelis children achieved a good level of development at the end of 2015/2016 with 100% of PP children reaching a good level of development compared to 66% nationally.	A high level of EAL children made up the cohort in Reception (52% were EAL). More focus is being placed on staff training and support for those children with a Polish speaking member of staff deployed to support.	18,650
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

<p>To have aspirational targets to work towards.</p>	<p>Turnaround conferencing – with Mrs Hoban</p>	<p>PP outcomes were broadly in line with other children across the school except in Year 2, while the percentage gaps seemed high (17% gap in reading and 15% gap in writing and maths) this equates to 2 children not reaching the expected standard; however, this is still to become a current focus.</p>	<p>Current Year 3 children (2015 – 2016 Year 2 cohort) will be the focus for PP support during this academic year and will receive conferencing and intervention.</p>	<p>12,700</p>
<p>To more children from emerging to expected.</p>	<p>Interventions – Maths (Years 5 and 6), Phonics (Year 1) and Reading (Years 2 to 6).</p>	<p>Maths - In year 6, 87% reached the expected standard in maths, with 85% PP reaching the standard, 15% over the national all figure. 38% PP reached the high standard.</p> <p>Phonics - 100% PP children passed the phonic check.</p> <p>Reading - Key Stage 2 PP was 11% over the national expected all standards (77% expected for PP and 78% expected for the all) and Key Stage 1 are awaiting national figures. 75% of PP in KS1 reached the expected standard in reading, compared to 92% for the all figure. Due to cohort size of PP, this shows that 2 children did not make the expected standard.</p>	<p>The Pupil Premium Lead is to review the gap between the 'all' figure and PP in year 3, implementing strategies such as turn around.</p> <p>Reading and phonics interventions are to continue as planned and TA's are to deliver maths interventions as discussed within assessment analysis meetings.</p>	<p>36,280</p>

Specific actions and targeted support are put into place quickly.	Assessment analysis meetings	Staff knew which children to target for specific support and used the provision maps.	Meetings have been refined, so that teachers come, having already filled out their form, so that they take on more ownership of the meeting.	9,000
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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
Develop social skills.	Fund residential trips.	All children (100%), regardless of financial position have attended the trip. Finance has not been a barrier to attending the residential trips.	Continue providing support where needed.	3,800

Desired Outcomes Measure -

	Record of induction sheet to provide a robust induction / tracking system.	All PP casual admissions (18 children) to reach the expected
B.	Training and resources such as dual language dictionaries to support EAL PP children.	All PP, EAL children (15 children) to reach the expected standard.

Casual admission PP expected standard %	Reading	Writing	Maths
Year 1 (Cohort size - 0)	N/A	N/A	N/A
Year 2 (Cohort size - 1)	100	100	100
Year 3 (Cohort size - 6)	100	83	67
Year 4 (Cohort size - 3)	100	100	100
Year 5 (Cohort size - 5)	100	100	100
Year 6 (Cohort size - 3)	0	33	33

EAL PP expected standard %	Reading	Writing	Maths
Year 1 (Cohort size - 1)	100	100	100
Year 2 (Cohort size - 3)	67	67	100
Year 3 (Cohort size - 2)	100	100	50
Year 4 (Cohort size - 1)	100	100	100
Year 5 (Cohort size - 5)	100	100	100
Year 6 (Cohort size - 3)	67	67	67

7. Additional detail

St Fidelis Catholic Primary School received £98,840 in pupil premium funding in 2015-2016. When combined with the main budget funding of £1,589,233 this provided the school with a total budget of £1,684,273 which meant that pupil premium funding represented 5.6% of the school's overall resources. Currently there are 65 children classified as pupil premium, which represents 15% of the school population. This figure does change as children become eligible for free school meals or join/leave the school. It is worth noting that this measure is likely to underrepresent the true levels of deprivation, because of several factors. The school uses the funding to close the gap in attainment and progress between pupil premium children and all other children, which is a nationally identified issue.