

St Fidelis Pupil Premium Strategy Statement 2016-2017

1. Summary information			
School	St Fidelis Catholic Primary School		
Academic Year	2016-17	Total PP budget	£94,880
Total number of pupils	425	Number of pupils eligible for PP	56 (13% of the school)

2. Current attainment – RAISE Online 2016																																																																																																											
	<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)	69%		60%																																																																																																								
% progress in reading	<table border="1"> <thead> <tr> <th rowspan="2">Disadvantaged pupils</th> <th colspan="9">Key Stage 2 reading outcome</th> </tr> <tr> <th rowspan="2">Number of pupils</th> <th colspan="4">TA below test</th> <th colspan="4">Test score</th> <th rowspan="2">Total</th> </tr> <tr> <th>No KS2</th> <th>BLW</th> <th>PKF</th> <th>PKE</th> <th>PKG</th> <th>< 100</th> <th>100+ but not high</th> <th>high</th> </tr> </thead> <tbody> <tr> <td>No KS1 outcome</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="5">KS1 reading teacher assessment</td> <td>W</td> <td>0</td> <td>0</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> <td>0</td> <td>0</td> </tr> <tr> <td>2c</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>2b</td> <td>0</td> <td>0</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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>3+</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>2</td> <td>5</td> </tr> <tr> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>7</td> <td>3</td> <td>13</td> </tr> </tbody> </table>		Disadvantaged pupils	Key Stage 2 reading outcome									Number of pupils	TA below test				Test score				Total	No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high	high	No KS1 outcome	0	0	0	0	0	0	0	0	0	KS1 reading teacher assessment	W	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2c	0	0	0	0	0	2	1	3	2b	0	0	0	0	0	0	0	0	2a	0	0	0	0	0	1	3	4	3+	0	0	0	0	0	0	3	2	5	Total	0	0	0	0	0	3	7	3	13	
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Disadvantaged pupils	Key Stage 2 writing teacher assessment									
	Number of pupils	Pre-key stage				Key stage				Total
		No KS2	BLW	PKF	PKE	PKG	WTS	EXS	GDS	
No KS1 outcome	0	0	0	0	0	0	0	0	0	
KS1 writing teacher assessment	W	0	0	0	0	0	0	1	0	1
	1	0	0	0	0	0	2	0	0	2
	2c	0	0	0	0	0	0	1	0	1
	2b	0	0	0	0	0	0	5	0	5
	2a	0	0	0	0	0	0	3	0	3
	3+	0	0	0	0	0	0	1	0	1
Total	0	0	0	0	0	3	10	0	13	

BLW Below pre-key stage 2 standards
 PKF Foundations for the expected standard
 PKE Early development of the expected standard
 PKG Growing development of the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

Disadvantaged pupils	Key Stage 2 mathematics outcome									
	Number of pupils	TA below test				Test score			Total	
		No KS2	BLW	PKF	PKE	PKG	< 100	100+ but not high		high
No KS1 outcome	0	0	0	0	0	0	0	0	0	
KS1 mathematics teacher assessment	W	0	0	0	0	0	0	0	0	
	1	0	0	0	0	0	0	0	0	
	2c	0	0	0	0	0	2	1	0	3
	2b	0	0	0	0	0	0	1	0	1
	2a	0	0	0	0	0	0	3	4	7
	3+	0	0	0	0	0	0	1	1	2
Total	0	0	0	0	0	2	6	5	13	

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 – 16% (70 children) of the school. Over time the rate of turbulence has increased as families have relocated due to housing.
- B.** EAL – 35% (167) of the school.

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

- C.** Overcrowding in housing. We have hired an EIT social worker who explores whether housing support is available to families.

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

Success criteria

	<p>Pupil premium is a focus within our school development plan.</p>	<p>The school aspires to all PP reaching the expected standard. These are our targets for the combined RWM for PP broken down for each class, including the targets for the greater depth/high standard:</p> <table border="1" data-bbox="801 199 2056 774"> <thead> <tr> <th>RWM - PP</th> <th>Class</th> <th>Cohort size</th> <th>Expected</th> <th>Greater depth</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reception</td> <td>Robins</td> <td>0</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td>Sparrows</td> <td>0</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td rowspan="2">Year 1</td> <td>Eagles</td> <td>1</td> <td>100</td> <td>100</td> </tr> <tr> <td>Swans</td> <td>2</td> <td>100</td> <td>100</td> </tr> <tr> <td rowspan="2">Year 2</td> <td>Swallows</td> <td>5</td> <td>80</td> <td>40</td> </tr> <tr> <td>Jays</td> <td>2</td> <td>100</td> <td>50</td> </tr> <tr> <td rowspan="2">Year 3</td> <td>Penguins</td> <td>1</td> <td>100</td> <td>0</td> </tr> <tr> <td>Kingfishers</td> <td>7</td> <td>71</td> <td>29</td> </tr> <tr> <td rowspan="2">Year 4</td> <td>Hawks</td> <td>8</td> <td>88</td> <td>38</td> </tr> <tr> <td>Puffins</td> <td>5</td> <td>83</td> <td>33</td> </tr> <tr> <td rowspan="2">Year 5</td> <td>Flamingos</td> <td>4</td> <td>100</td> <td>75</td> </tr> <tr> <td>Kestrels</td> <td>7</td> <td>86</td> <td>43</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>Owls</td> <td>9</td> <td>89</td> <td>56</td> </tr> <tr> <td>Woodpeckers</td> <td>5</td> <td>80</td> <td>40</td> </tr> </tbody> </table>	RWM - PP	Class	Cohort size	Expected	Greater depth	Reception	Robins	0	TBC	TBC	Sparrows	0	TBC	TBC	Year 1	Eagles	1	100	100	Swans	2	100	100	Year 2	Swallows	5	80	40	Jays	2	100	50	Year 3	Penguins	1	100	0	Kingfishers	7	71	29	Year 4	Hawks	8	88	38	Puffins	5	83	33	Year 5	Flamingos	4	100	75	Kestrels	7	86	43	Year 6	Owls	9	89	56	Woodpeckers	5	80	40
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<p>A.</p>	<p>Record of induction sheet to provide a robust induction / tracking system.</p>	<p>The school aspires to all PP casual admissions to reach the expected standard. These are our targets broken down for each year group:</p> <table border="1" data-bbox="801 911 1787 1220"> <thead> <tr> <th>RWM – PP CA</th> <th>Cohort size</th> <th>Expected</th> <th>Greater depth</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td>Year 1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 3</td> <td>1</td> <td>100</td> <td>100</td> </tr> <tr> <td>Year 4</td> <td>6</td> <td>100</td> <td>33</td> </tr> <tr> <td>Year 5</td> <td>3</td> <td>100</td> <td>33</td> </tr> <tr> <td>Year 6</td> <td>5</td> <td>100</td> <td>40</td> </tr> </tbody> </table>	RWM – PP CA	Cohort size	Expected	Greater depth	Reception	0	TBC	TBC	Year 1	0	0	0	Year 2	0	0	0	Year 3	1	100	100	Year 4	6	100	33	Year 5	3	100	33	Year 6	5	100	40																																				
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B.	Training and resources such as dual language dictionaries to support EAL PP children.	All PP, EAL children to reach the expected standard. These are our targets broken down for each year group:			
		RWM – PP EAL	Cohort size	Expected	Greater depth
		Reception	0	TBC	TBC
		Year 1	1	100	100
		Year 2	1	100	0
		Year 3	3	67	33
		Year 4	2	100	50
		Year 5	1	100	100
		Year 6	5	100	60

5. Planned expenditure					
Academic year		2016-2017			
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 the specialist teachers for music, art and PE has led to higher outcomes and enthusiasm.	Monitoring and appraisal.	Mr Hannon	Annually.

Quality Maths teaching based on the principles of Singapore Maths.	Teachers to attend Maths Mastery Training.	Following the success of Maths Mastery for the past 2 years, we will now be rolling out the programme into Year 4.	Regular monitoring and a yearly visit from a representative from Maths Mastery.	Miss Boyle	Annually.
High quality training for Teaching Assistants.	TAs to attend regular staff meetings with teachers.	TAs being trained alongside teachers leads to a higher level of discourse and learning.	Review the impact of this through appraisals and lesson observations.	Mr Hannon	Termly
Total budgeted cost		£18,492 (specialist teachers), £5,000 (Maths Mastery training), £6,000 (TA training) = £29,492			
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.	Turn around conferencing – with Mrs Hoban	Previous years data, while apart of the ‘challenge the gap’ programme, showed this expenditure to be beneficial.	Half termly SEN intervention meetings. Designated PP Lead.	Mrs Hoban	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.	Data – are those children discussed improving?	Mrs Atherton and Mr Kennor	Half termly.

To move children from emerging to expected.	Reading interventions (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	Half termly.
Reception children to access our challenging curriculum.	Support staff within Reception.	Our NFER baseline from last year showed 49% started the year below the expected standard of 40-60b months.	TA appraisals	Miss Finch	Annually.
Total budgeted cost		£12,700 (Turnaround with CH), £9,000 (Assessment analysis meetings), £21,038 (Reading intervention), £18,650 (Reception support staff) = £61,388			
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.

Build resilience, confidence and self-discipline.	Introduce the Prince's Forces Challenge to 15 children drawn from Yr5 and 6.	Similar activities completed on residential trips (such as survivor) have proven to be beneficial in building confidence and resilience. The children will earn qualifications in first aid and game making.	Teachers will report that 87%+ of the involved children demonstrate improved self-regulated behaviour, whilst maintaining or improving their combined R/W/M.	Mr Kennor	Termly
Total budgeted cost		£1,500 (residential trips), £2,500 (Prince's Forces Challenge) = £4,000			

6. Review of expenditure – We will review this in April 2017.

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

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
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7. Additional detail

St Fidelis Catholic Primary School received £94,880 in pupil premium funding in 2016-2017. When combined with the main budget funding of £1,588,293 this provided the school with a total budget of £1,683,173 which meant that pupil premium funding represented 5.6% of the school's overall resources. Currently there are 56 children classified as pupil premium, which represents 13% 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 current pupil premium funding is £1320 per pupil. 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.