

Pupil premium strategy statement (primary)

1. Summary information					
School	Atherton Sacred Heart RC Primary School				
Academic Year	2016/17	Total PP budget	£50,420	Date of most recent PP Review	7.2.17
Total number of pupils	200	Number of pupils eligible for PP	42	Date for next internal review of this strategy	18.4.17

2. Current attainment: 2016 KS2 SATs			
	<i>All pupils</i>	<i>Pupils eligible for PP 10/26 = 38% of cohort</i>	<i>Pupils not eligible for PP 16/26 = 62% of cohort</i>
% attainment in reading, writing and maths	65%	60%	69%
% attainment in reading	73%	60%	81%
% attainment in writing	88%	90%	88%
% attainment in maths	92%	80%	100%
making progress in reading	1.6	-0.92	3.16
making progress in writing	0.7	0.53	0.78
making progress in maths	2	0.19	3.30

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	PP pupils with gaps in English [reading and writing], Maths basic skills and/or lower attainers
B.	PP pupils with SEN
C.	PP pupils with social, emotional, behaviour and communication barriers
External barriers	
D.	PP on Child Protection plans, multi-agency Early Help plans and single agency Early Help plans

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to interventions and additional learning support	Attainment and achievement progress measures: narrowing the gap
B.	Access to personalised curriculum and 1-1 support as required	Small steps of SEN attainment and progress recognised using P scales
C.	Access to Learning Mentor and LM intervention programmes	Personal profiles and case studies: evidence of how barriers to learning are being tackled and removed
D.	Multiagency working, including Early Help and Child Protection plans	Personal profiles and case studies: evidence of how pupils are kept safe from harm, happy and engaging in learning

5. Planned expenditure					
Academic year		2016/17			
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 – Not applicable to this year’s PPG allocation.					
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?
2 higher ability PP pupils to ‘exceed’ age related expectations in 2017 in at least two subject areas of R, W, M.	Split Y5 class for 4 mornings weekly in 15-16: 18 other and 10 higher ability as small class so that progress is accelerated before returning to one full class in 16-17 for Y6.	Pupils make better progress in small classes.	Mrs Blezard working 4 mornings weekly in 15-16.	KB/ EW	Half termly SLT monitoring of books and data Cost: £10 000 [just Summer Term from 16-17 budget] Impact: On track to exceed? [pupil 1]: R - no W - yes M - no [pupil 2]: R - no W - no M - yes

<p>4 lower ability PP pupils to achieve age related expectations in 2017 in at least two subject areas of R, W, M.</p>	<p>Intervention group for 2 mornings weekly in A/ Sp with an emphasis on closing gaps in basic skills.</p> <p>Group of 8 includes 4 PP.</p>	<p>Intervention and targeted teaching can accelerate learning and build confidence.</p>	<p>Miss Ditchfield working 2 mornings weekly from Autumn half term to SATs.</p>	<p>BD/ EW</p>	<p>Half termly SLT monitoring of books and data.</p> <p>Cost £10 000</p> <p>Impact: On track to meet? R 3 of 4 = 75% W 1 of 4 = 25% M 2 of 4 = 50% <i>Actual results</i></p>
<p>1 PP pupil to achieve age related expectations in at least one subject area of R, W, in 2019 [currently Y4]</p>	<p>Intervention group for English in Sp/ S 2017 with intention to continue next year with an emphasis on closing gaps in basic skills.</p> <p>Group of 6 includes 1 PP</p>	<p>Intervention and targeted teaching can accelerate learning and build confidence.</p>	<p>Miss Morrow twice weekly intervention in English.</p>	<p>CM/ FW/ TR</p>	<p>Half termly SLT monitoring of books and data.</p> <p>Cost £2000</p> <p>Impact: On track to meet? R - no W - no</p>
<p>1PP/ SEN [Y6] pupil to make measurable steps of progress although below age related expectations.</p>	<p>Personalised curriculum for English and Maths 4 mornings weekly ongoing.</p>	<p>Personalised curriculum and 1 -1 support helps to include SEN pupils who are working well below age related expectations.</p>	<p>Mrs Aldred withdrawing pupil 4 mornings weekly.</p>	<p>HA/ EW</p>	<p>Half termly SLT monitoring of books and data.</p> <p>Cost £6000</p> <p>Impact: On track to meet? R, W, M - no <i>Working below level for SATs.</i></p>

<p>1 PP/SEN [R] pupil to make measurable progress steps in the Early Years profile</p>	<p>Personalised curriculum and access to 1- 1 support throughout the day pre to EHC plan/ funding being awarded in January 2017</p>	<p>Some SEN pupils require 1-1 support to access learning.</p>	<p>E. Rawson/ L Smith withdrawing and supporting throughout Autumn Term 2016</p>	<p>ER/ LS/ NW</p>	<p>Half termly SLT monitoring of EY profile evidence and data</p> <p>Cost £4000</p> <p>Impact <i>Provision bridged gap until EHC funding awarded. Pupil able to access important early curriculum with 1-1 support. Made transition to mainstream with complex needs.</i></p>
<p>Pastoral support for PP pupils including universal access and targeted support.</p>	<p>Learning Mentor interventions, targeted support, response to referrals and crisis</p>	<p>Pupils make better progress when barriers to learning are removed.</p>	<p>Learning Mentor support: Universal access [all] Still like a frog [3x Rec PP pupils] R Time [6x Y1 pupils] Good to be me [4xY2 PP pupils] Skills for learning [2x Y2 PP pupils] Skills for learning [2x Y3/4 PP pupils] Friendship [1x Y4 PP pupil] Motormap [1 x Y5 pupil] Skills for learning [3x Y6 pupils] Team skills [2x Y6 pupils]</p>	<p>DG/CM</p>	<p>Half termly review</p> <p>Cost £14 000</p> <p>Impact: <i>Pupils demonstrate skills such as turn taking, following instructions, better listening, friendship allowing better access to curriculum. Pastoral folders also contain evidence of impact.</i></p>
Total budgeted cost					<p>£46 000</p>

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?
Access to extension and enrichment activity	Targeted subsidy of certain activities	Inclusion builds self esteem. Confident learners make better progress.	Carefully identified subsidies	CM/ SG	Half termly review Cost £1500 Impact: <i>No pupil has missed out on enrichment activities because of cost.</i>
Rewarding effort and behaviour	Prizes and awards	Prizes and rewards can build self esteem. Confident learners make better progress.	Class teacher lists of weekly awards to ensure equal access by PP	CM/ SG	Termly review Cost £1500 Impact: <i>Behaviour data shows that 85% of behaviour of all pupils is outstanding and 73% of PP pupils. B3 plans are helping 3 PP pupils to improve their behaviour.</i>
Total budgeted cost					£3000