

Pupil Premium Impact Statement 2017-18



1. Summary information							
School		Holy Name Catholic Primary School			Academic Year		2017-18
Total PP budget	£20,960	Total number of pupils	233	Number of pupils eligible for PP (Sept 2017)	26	Percentage of SEN PP pupils	20%

2. Current attainment		
	Pupils eligible for PP (including pupils who both SEN and PP)	Pupils eligible for PP excluding SEN pupils
% making expected progress in reading (as measured in the school)	71%	95%
% making expected progress in writing (as measured in the school)	67%	74%
% making expected progress in mathematics (as measured in the school)	79%	95%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	The school has identified pupil premium children who require intervention to support reading, writing or mathematics.
B.	Some pupils have emotional/social/behavioural issues and need strong emotional and social support (NFER Building Blocks...)
C.	School has identified a number of pupils who have other individual needs and 1:1 support plans (NFER Building Blocks...)
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	The school has identified that a number of pupil premium children are also persistent absentees.

4. Intended outcomes (specific outcomes and how they will be)		Success criteria
A.	To provide interventions for pupil premium children to ensure that they	Tracking of pupil progress data and attainment and monitoring attendance.
B.	As a result of mentoring, pupil premium children will present consistently good behaviour.	Reduce the number of behavioural incidents.
C.	To communicate with parents, the support in place and the impact this had had on pupils.	IIP meetings will show progress towards individual targets.
D.	To provide wider opportunities for pupil premium pupils through extra-curricular activities.	Club registers and class trips will show pupil premium children have broader opportunities.

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5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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
To monitor teaching to ensure that relevant training is in place for teachers and TAs.	Staff to be updated with relevant knowledge in order to raise attainment.	<p>CPD & Teacher training days led to teachers being clearer on their own expectations and led to achievement within classes.</p> <p>65% of pupil premium children made 2 or more points progress in reading, writing and maths.</p> <p>88% of pupil premium children made 2 or more points in either reading and writing, reading and maths or maths and writing.</p> <p>77% of pupil premium have below national average attendance – this has impacted on the progress made.</p>	Raise the profile of attendance so that pupils can progress.	£500 (11% of staff CPD)
To use assessment to track pupils and develop accuracy.	Pupil progress meetings to take place regularly.	<p>Progress was below national average for pupil premium children for reading, writing and maths. 20% of our pupil premium children are SEN.</p> <p>Excluding our SEN pupils, the progress for reading and mathematics is above national average. Writing is slightly below (one pupil).</p> <p>77% of pupil premium have below national average attendance – this has impacted on the progress made.</p>	<p>Ensure that pupil progress meetings take place termly/half termly when appropriate.</p> <p>HT & DHT to take lead on this.</p>	£220 (11%)

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Action	Intended outcome	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
Use standardised tests to show the individual progress being made.	To close the gap between pupil premium children and non-pupil premium.	Summative assessment is now established in school to support intervention provision in school.	Raise the profile of pupil progress meetings now that we have a Deputy Headteacher to support this.	£130
To achieve the Primary Science Quality Mark (PSQM)	To encourage pupils to engage in science outside of school as well as in school.	PSQM was achieved – science attainment was more accurate and pupils were engaged in science in and out of school. All pupils made expected progress in 2016-17. Attainment still needs increasing.	Continue to raise the profile of science.	£750

ii. Targeted support

Action	Intended outcome	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
To provide TA support to allow interventions to take place across school, where needed most.	Ensure that TAs are placed in the classes where the most support is needed (based on data and monitoring and meetings with teachers.)	Training took place to support the delivery of interventions. Some steps of individual progress took place within the interventions but not enough to allow children to reach age related expectations. Attendance has been a barrier for these pupils. TA support was provided to children who required support. Gaps in learning were identified. Progress took place within interventions but not significant amounts to allow pupils to reach ARE.	Look into interventions which have been effective in other schools to allow children to achieve ARE. Identify new strategies to improve the attendance in school.	£1500
Meet with parents and outside agencies to identify the support that needs to be in place to support pupils.	Employ a family support worker to support families in need.	Increase attendance and support families with difficulties at home/emotional difficulties in school. To create stronger links between home and school. To provide nurture groups and 1:1 mentoring.	Family support worker ceased employment at Holy Name in December 2017 – ensure that we have services that maintain their approach. Our Place Mentoring service purchased to provide support for pupils in need.	£7000

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Action	Intended outcome	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
To increase the progress for SEN pupils in English and mathematics.	Individual plans to address the barriers to learning.	Pupils on the SEN list were receiving interventions out of class but also intervention within class to support their daily needs to allow them to develop independence. 20% of pupil premium pupils are SEN.	Ensure that interventions are monitored so that they are regularly taking place and completed effectively.	£500
To improve behaviour	Link with KRUNCH and Our Place mentoring team to ensure that appropriate support	Pupils receiving mentoring are able to talk about their feelings. Closer links were made between parents, pupils, teachers and mentors to ensure that they appropriate support was in place.	Continue with this service. Further development required for our PSHE curriculum for 2018-19.	£1,596
Friendship Group intervention to support emotional and social needs.	To allow pupils to handle conflict appropriately.	Lunchtime incidents have slightly decreased.	Develop the playground to ensure there are spaces available for varied interactions and to continue to build on children's social skills.	£4040
To develop pupil's social needs.	Implement training for TAS and an intervention to deliver Lego therapy.	Training took place to ensure that teaching assistants were familiar with the process. They were able to model to other staff how the intervention should be delivered. Children were able to focus for short periods of time and develop their social and emotional needs out of the usual learning environment.	This intervention will continue.	£245 + intervention time

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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
To raise the profile of attendance through meetings with the attendance officer and meetings with parents.	To reward those with 100% attendance and increase attainment.	77% of pupil premium have below national average attendance – this has impacted on the progress made. We will continue to raise the profile of this.	Raise the profile of attendance – go on courses and visit other schools who have been successful.	£100
Guitar lessons to enhance opportunities.	Pupils will develop new hobbies and enjoyment.	Attendance will improve and pupil's attainment will increase.	Although attendance didn't improve, pupils tried to be in school on the given day.	£1644
Reading bookmark system and reading book prizes.	Children will be encouraged to read more at home.	Increase of pupils reading for pleasure and therefore progress. Excluding SEN pupils, 76% of pupil premium children made good or better progress. Y6 data is above national standards for reading, writing and maths.	Reading to be developed this year by DHT.	£200
Provide milk for pupil premium pupils.	Vitamins and nourishment for children.	Termly data analysis (academic achievement) will ascertain the impact of providing milk in the morning.	Continue with this.	£580
Pay for extracurricular clubs and trips.	To develop learning opportunities and broaden skills.	Children who were under-achieving in maths and English were given targeted support in and out of the classroom to close the gaps.	Continue to provide extra-curricular activities for pupils.	£1920 + clubs

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6. Planned expenditure					
Academic year		2018-19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	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 develop an engaging curriculum.	Encourage pupils to want to come to school.	Effective schools provide a broad and balanced curriculum, with high expectations for attainment across all subjects (TSC 2016)	<ul style="list-style-type: none"> Pupil voice analysis termly. Meeting with the school council. Monitor half termly planning. Invest in staff training. 	EC	Half termly
To develop an English coordinator in school to raise the standards of reading and writing to ensure all pupils are above national average.	Children to make at least expected progress.	(DfE 2015) Senior leaders in more successful schools consistently communicate their expectation that all pupils have the potential to succeed and the school will help all pupils to achieve their full potential. They expect commitment from staff and pupils alike. They follow through by observing teaching and checking on pupil progress.	<ul style="list-style-type: none"> Raise the profile of reading. Develop a library area. Upskill teachers to ensure that they are consistent in the terminology used etc. Monitor the teaching, learning and assessment. 	EC & JPS	Half termly
To provide teaching assistant support to allow interventions to take place across school, where needed most.	Children to make at least expected progress.	Teaching assistants (TAs) are used most successfully where careful consideration is given to whether to use them at all and what to use them for: in particular, the types of interventions they support. Effective schools avoid creating dependency with individual pupils and specific TAs – known as the ‘velcro’ model. (TSC 2016)	<ul style="list-style-type: none"> Monitor impact of interventions through termly reports Advise teachers on other interventions that show progress Observe interventions 	EC	
Total budgeted cost					£7000

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ii. Targeted support					
Action	Intended outcome	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 reduce the number of behaviour incidents through targeted support.	Learning to be less disruptive.	Behavioural interventions as a means to directly improve pupil outcomes. (TSC 2016)	<ul style="list-style-type: none"> • Increase TA hours. • Adapt the behaviour policy and monitor impact. • Provide training to ensure that staff are able to handle situations appropriately. 	EC	
Total budgeted cost					£7000
iii. Other approaches					
Action	Intended outcome	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 increase the overall attendance of pupil premium children.	Children will make 3 or more points of progress for reading, writing and maths	Encouraging and supporting active involvement in pupils' learning from parents and through positive home environments can be an important part of a school's role and is how some schools have helped improve pupil outcomes. (TSC 2016)	<ul style="list-style-type: none"> • CPD to become aware of useful strategies. • Monitoring to take place of pupils weekly. • Raise the profile of attendance at school. • Employ an attendance officer. 	EC	Termly review
To provide wider opportunities.	Engaging pupils, raise confidence and reduce barriers.	Most successful schools raised the attainment of pupils by focusing on individualised approaches to address barriers rather than strategies. (DfE 2015)	<ul style="list-style-type: none"> • Monitor extra-curricular clubs attended/trips etc • Support parents with opportunities at home (Purple Mash etc) • Link with engaging curriculum 	EC	Termly
Total budgeted cost					£16,000

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7. Additional detail

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