

St Ambrose Catholic Primary School
Pupil Premium Report

Planned Expenditure September 2017 – July 2018

1. Summary Information			
School	St Ambrose Catholic Primary School		
Academic Year	2017 – 2018	Total Pupil Premium Budget	£199,056
Total Number of Pupils	221	Number of Pupils eligible for Pupil Premium	85 (including 4 CLA, 4 Service Children and 3 Nursery pupils)

2. Current Attainment end EYFS (16 – 17)		
(12 children)	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (national average)
% achieving Good Level of Development	53%	73% (July 2017)
Average Point Score	32.4	34.9 (July 2017)
% achieving at least expected in all 17 ELGs	47%	71%(July 2017)

Current attainment KS1 2016-17	Attainment 2016 FSM	Attainment 2017 FSM	National Non-FSM 2017
(8 pupils)			
% of pupils achieving the expected standard in RWM at KS1	5%	33%	Not yet published
% of pupils achieving the higher standard in RWM at KS1	0%	11%	Not yet published
% of pupils achieving the expected standard in Reading at KS1	67%	67%	78%
% of pupils achieving the expected standard in Writing at KS1	56%	56%	70%
% of pupils achieving the expected standard in Maths at KS1	67%	33%	77%
% of pupils achieving the higher standard in Reading at KS1	11%	11%	27%
% of pupils achieving the higher standard in Writing at KS1	0%	11%	16%
% of pupils achieving the higher standard in Maths at KS1	0%	11%	20%

Current attainment KS2 2016-17	Attainment 2016 FSM	Attainment 2017 FSM	National Non-FSM 2017
% of pupils achieving the expected standard in RWM at KS2	5%	46%	
% of pupils achieving the higher standard in RWM at KS2	0%	8%	
% of pupils achieving the expected standard in Reading at KS2	5%	46%	77%
% of pupils achieving the expected standard in Writing at KS2	27%	62%	81%
% of pupils achieving the expected standard in Maths at KS2	55%	69%	80%
% of pupils achieving the expected standard in GPS at KS2	32%	62%	
% of pupils achieving the higher standard in Reading at KS2	0%	8%	29%
% of pupils achieving the higher standard in Writing at KS2	0%	8%	21%
% of pupils achieving the higher standard in Maths at KS2	0%	23%	27%
% of pupils achieving the higher standard in GPS at KS2	0%	23%	
Progress score for Reading at KS2	-8.4	-5.2	
Progress score for Writing at KS2	-8.8	-1.9	
Progress score for Maths at KS2	-1.5	0	
Average scaled score for Reading at KS2	91.2	98.2	
Average scaled score for Maths at KS2	98.8	103.5	

4. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Poor oral language skills on entry to Nursery and Reception Classes
B.	Achieving a good level of development at the end of EYFS
C.	Exceeding at Maths and achieving the expected standard in Literacy at the end of EYFS
D.	Achieving Phonics Standard at the end of Year 1
E.	Working at Expected Standard in Writing at the end of KS1
F.	Working at Expected Standard in Maths at the end of KS1
G.	Working at Expected Standard in Reading at the end of KS2
H.	Working at Expected Standard in Writing at the end of KS2

External barriers (*issues which also require action outside school*)

I. Low attendance

		2016			2017			2018 Targets		
		Pupil Premium	Non PP	All	Pupil Premium	Non PP	All	PP		All
A(a)	Expected standard in Reading at the end of EYFS	42%	60%	53%	53%	75%	69%	60%		70%
A(b)	Expected standard in Writing at the end of EYFS	42%	55%	50%	53%	69%	61%	68%		70%
B	Expected standard in Number at the end of EYFS	50%	75%	66%	53%	81%	67%	60%		77%
C	Phonics Y1	40%		58%	54%	75%	68%	60%		78%
D	Expected standard Maths KS1	67%	25%	37%	33%	61%	52%	65%		65%
E	Expected standard Writing KS1	56%	35%	41%	56%	39%	44%	65%		65%
F(a)	Expected standard Reading KS2	5%	53%	24%	46%	62%	54%	65%		65%
G	Expected standard Writing KS2	27%	53%	38%	62%	69%	65%	72%		76%
H	Expected standard GPS KS2	32%	53%	41%	62%	77%	69%	72%		76%

5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success Criteria
A.	Improved Literacy skills in the EYFS	(a) Increase percentage of children achieving the expected standard in Reading at the end of Reception class (July 2017 53% PP, 2018 target: 58%) (b) Increase percentage of children achieving the expected standard in Writing at the end of Reception class (July 2017 53% PP, 2018 target: 58%)
B.	Improve percentage of Pupil Premium children achieving and exceeding the expected standard in Maths (Numbers)	Increase the percentage of children achieving the expected standard in Number (July 2017 53% PP 2018 target: 58%). Increase the percentage of children exceeding the expected standard (July 2017 13% PP 2018 target: 20%).
C.	Achieving Phonics Standard at the end of Year 1	Increase percentage of children achieving Phonics Standard at the end of Year 1 (July 2017 55% PP, 68% all) 2018 target: 60% PP 78% all)
D.	Achieving the Expected Standard in Maths at the end of KS1	Increase percentage of children achieving expected standard in maths at the end of KS1 (July 2017 33% PP, 52% all) (2018 target: 65% PP 65% all)
E.	Working at the Expected Standard in Reading at the end of KS2	Increase percentage of children achieving expected standard in reading at the end of KS2 (2017 46% PP and 54% all) and narrow gap between PP and non PP

		(July 2017 Exp + 46% PP & Non PP 62%, gap -16%) (2018 target: 76% PP 81% Non PP gap -5%)
F.	Working at the Expected Standard in Writing at the end of KS2	Increase percentage of children achieving expected standard in Writing at the end of KS2 (July 2017 62% PP, 65% all) 2018 target: 65% PP 65% all
G.	Working at Expected Standard in EGPS at the end of KS2	Increase percentage of children achieving the expected standard in EGPS (2017 62% PP and 69% all) 2018 target: 72% PP 76% all and narrow the gap between PP and non PP (July 2017 62% PP & Non PP 77%, gap -15%) 2018 target: 76% PP 81% all, 5% gap
H.	Improved attendance	To close in school attendance gap between pupils entitled to pupil premium and those not entitled (July 2017 Gap of -1.8%)

6. Planned expenditure																	
Academic Year:		2017 – 2018															
The 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?												
Increase percentage of children achieving at least expected standard in Literacy at the end of Reception and Reading and Writing at the end of KS1 and KS2. Targets see above chart on p5	To deliver The Talk4Writing programme. To ensure that all staff attend all training and are supported by the English lead.	<p>2017 results</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>PP</th> <th>all</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>53%</td> <td>61%</td> </tr> <tr> <td>KS1</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>KS2</td> <td>62%</td> <td>65%</td> </tr> </tbody> </table> <p>All results need to be improved.</p>	Writing	PP	all	Reception	53%	61%	KS1	56%	44%	KS2	62%	65%	All EYFS staff will continue to attend training for Talk 4 Writing Project and put new strategies in place. Short-burst writing to be taught to the whole class, minimum once a week. Evidence in Talk4Writing floor book. On entry data and exit data for all children will be analysed.	J.Stinchcomb C.Harris	March 2018
Writing	PP	all															
Reception	53%	61%															
KS1	56%	44%															
KS2	62%	65%															
To help children know and value who they really are and how they relate to other people in this ever-changing world.	To implement the PSHE programme 'Jigsaw'.	It is important that children's mental health and wellbeing is addressed in school. The teachings of Jigsaw are relevant to children living in today's world as it helps them understand	For the Jigsaw structure to be followed each half-term: Introduction assembly, Each year group studies a parallel piece of the same puzzle (i.e.	V.See All teachers and LSOs	December 2017 April 2018 July 2018												

		and be equipped to cope with modern issues such as body image, cyber and homophobic bullying, and internet safety.	theme) at the same time, All year groups can participate in an end of Puzzle outcome, e.g. a display or exhibition (like the Garden of Dreams and Goals) which may be shared and celebrated by the entire school. PSHE co-ordinator to monitor.		
Increase annual attendance for all pupils and, specifically, Pupil Premium pupils (PP target: 96%)	School Family Support Partner to ensure that the following takes place: <ul style="list-style-type: none"> • First day response done daily; • Continued attendance rewards, weekly and termly; • Continue with taxi to school; • Work closely with EWO to issue penalty 	End of year data for July 2017 indicates overall attendance of all pupils at 94.7 %. Attendance for pupils entitled to Pupil Premium was 93.7 % compared to attendance of non-Pupil Premium children at 95.5%. Target: to narrow or close in school gap to -1%.	Daily, weekly and half termly monitoring of attendance overseen by Headteacher. £3000 will also be added for incentives.	Tracy O'Neill Jenny Ward	October 17 December 17 February 18 April 18 May 18 July 18

	notices and fines.				
To develop confidence in water and increase the number of pupils who are able to swim 25 metres by the end of Year 6	20 week course of swimming lessons	Data shows that the majority of children in the school do not access swimming lessons. In providing these lessons children are mastering a life skill.	School will monitor on entry data (January 2018) and exit data (July 2018) to measure impact.	L.Byatt	July 2018
All pupils in Year 5 and Year 6 learn to play a musical instrument.	Guitar lessons from specialist teacher for all of Year 5 and Year 6 children.	Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will be further encouraged in Year 6 and Secondary School.	Class teachers will assess how many tunes children are able to play on termly basis and outcomes will be reported in subject leader report for music.	I.MacKenzie	December 2017 March 2018 July 2018
For all pupils to experience fun and engaging practical experiments in Science, from Y1-Y6.	To implement the Empiribox programme throughout KS1 and KS2.	Staff in general do not feel confident in planning and delivering high quality Science investigations. Science seems to have been neglected in favour of Maths and English and we feel it is very important that our children gain the understanding of a wide range of complex topics	All staff will receive high-quality training every term on the topic they will be teaching the following term. All planning, resources and equipment is supplied to the school termly. Class teachers will measure, monitor, assess and record progress using the	V.See All teachers	April 2018 July 2018

		in Science which help them explore how to apply the results to everyday life.	assessment materials provided. The Science co-ordinator will monitor the teaching and implementation of the programme.		
For Y6 children to have additional support in class from two full time teachers and two part-time LSOs.	For a cohort of 32 children to be taught as two classes.	Smaller group work enables children to access support from staff when needed. Progress is accelerated and not inhibited. Children are able to be challenged as the teacher knows in detail what they need support with and how they learn best.	One teacher (the Maths lead) will teach all the Maths lessons and the other teacher (former English lead) will teach all the English lessons.	S.Morgan C.Walker - Ravena	Constant monitoring and assessment
				£110,925	
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?
Increased parental engagement in children's learning. Increase percentage of children achieving expected standard in communication and	Build a Bridge of Books Project in EYFS. Targeted language support in EYFS.	On entry data consistently shows children enter school working below ARE in communication and language. Early intervention will ensure children are able to reach	EYFS lead will deliver workshop. A floor book will evidence work completed with children and families. On entry and exit data for all children who take part will be analysed.	C.Harris	March 2018 June 2018

language on exit data from EYFS.		age related expectations not only in communication but also in reading, writing and mathematics.	Monitor uptake and monitor feedback from parents. On entry and exit data for all children who take part will be analysed. Termly data will also be monitored by the SLT.		
Increase percentage of children achieving Phonics Standard at the end of Year 1.	To employ an additional LSO for afternoons in year 1 to reinforce phonic knowledge and strategies. Small group withdrawal teaching in Year 1.	Children develop and learn at different rates and in different ways. Timely provision of this small withdrawal group in Year 1 ensures that children at risk of not achieving the expected standard can reach their full potential. Target: at least 81% children to achieve Phonics Standard at the end of Year 1.	Extra support provided every afternoon by an LSO to deliver high quality phonics teaching. Progress and attainment of targeted pupils will be monitored on a half termly basis.	V.See C.Harris	October 2017 December 2017 February 2018 April 2018 July 2018
Accelerate progress of targeted pupils in mathematics ensuring increase of Pupil Premium children achieving at least expected standard at the end of KS1.	1 st Class @ Number 1 intervention and targeted support from teaching assistant in Year 2.	Low numbers achieving age related expectations in Maths in Y1 (29% all, 17% PP, July 2017 teacher assessment). Historic data has shown that pupils who access this intervention are able	Specifically trained LSO to deliver programme. School will use The Sandwell test to measure progress for 1 st Class @ Number 1. Termly assessments will be monitored. Interventions will be	K.Milton N.Jones	December 2017 March 2018 July 2018

		<p>to make on average 12 months progress in only 3.5 months.</p> <p>For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.</p>	monitored on a termly basis by the SENCO.		
Accelerate progress of targeted pupils in Reading ensuring increase of Pupil Premium children achieving at least expected standard at the end of KS1.	a) To train one teacher in the delivery of the Reading Recovery programme. For teacher to identify 8 pupils throughout the year to receive the intervention over a maximum 20 week period.	<p>26% PP achieving expected at the end of EYFS.</p> <p>Low numbers achieving age related expectations in Reading in Y1 (47% all, 25% PP, July 2017 teacher assessment).</p>	Reading Recovery teacher delivers the programme daily on a 121 basis. She attends all training throughout the year and submits data regularly.	N.Jones	ongoing
	b) Daily 121 reading intervention with targeted children in Y2.	As above.	LSO Jacqui Ryan, delivers this Guided Reading session daily and tracks progress.	J.Ryan L.Cameron	

			Lisa Cameron to benchmark regularly.		
	c) 3 children to read twice a week with the Beanstalk volunteer.	As above.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Interventions will be monitored on a termly basis by the SENCO. Phonic interventions will be monitored on a termly basis by the Phonics Lead.		
Accelerate progress of targeted pupils in Writing ensuring increase of Pupil Premium children achieving at least expected standard at the end of KS1.	To train one member of staff in Pirate Writing Crew and target children who are working towards achieving the expected standard in Writing in order to give them additional support.	Low numbers achieving age related expectations in Writing in Y1 (38% all, 25% PP, July 2017 teacher assessment).	LSO Jacqui Ryan to implement and to be monitored by Nic Jones, class teacher.	J.Ryan N.Jones	
Increase percentage of children achieving expected standard and greater depth in reading in KS2.	To purchase 'Bug Club Comprehension' reading scheme and implement throughout KS2. Bug	Low numbers achieving age related expectations in Reading in Y6 (54% all, 46% July 2017 SATs).	All staff to be trained on the implementation of this new reading comprehension scheme and to introduce every	J.Stinchcomb Class teachers	

	Club Comprehension used during the daily reading carousels.	Low numbers achieving age related expectations in Reading at end of Y3: 45% all, 53%PP Y4: 40% all, 25%PP Y5: 67% all, 63%PP July 2017 Teacher assessment	day. Bug Club Comprehension aims to develop a deeper understanding of texts, centres around rich meaningful discussion Class teacher has an overall view of the scheme being taught in their class and will track progress half termly.		
To increase the percentage of children achieving the expected standard in Writing.	To train two members of support staff in writing interventions 'Pirate Writing Crew'(Y3) and 'Dragon Hunters' (Y4). Targeted support from teaching assistants in Year 3, Year 4 and Year 5.	For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. Interventions will be monitored on a termly basis by the SENCO.	D.O'Grady J.Ryan J.Stinchcomb N.Jones	March 20178 July 2018
Increase percentage of children achieving expected standard in EGPS in KS2.	Small group withdrawal teaching in Year 6.	Children develop and learn at different rates and in different ways. Timely provision of this small withdrawal group in Year 6 ensures that children at risk of not	High quality teaching will be delivered by the Y6 teacher. Extra booster session will be provided for children to attend after school. Attainment for pupils	C.Walker-Ravena J.Stinchcomb	March 2018 July 2018

		achieving the expected standard can reach their full potential. Target: at least 61% of PP children to achieve expected Standard in EGPS at the end of KS2.	will be monitored on a termly basis.		
To improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers in Y2 and Y6.	Opportunity to read with a Beanstalk reading partner twice a week. For 3 pupils in Y2 and 3 pupils in Y6. Promote enjoyment and love of reading resulting in at least expected progress for all pupils involved. Targeted Reading support for vulnerable pupils from Beanstalk.	Low numbers achieving age related expectations in Reading in Y1 (47% all, 25% PP, July 2017 teacher assessment). To improve the number of pupils achieving age related expectations in Reading in Y6 (Y5: 76% all, 69% PP, July 2017 teacher assessment).	Additional time with a trained adult to support reading on a one to one basis – special time not only to further develop reading skills but to instil a lifelong love of reading, stories and books. This time will also boost confidence. Attainment for targeted pupils will be monitored on a termly basis.	J.Stinchcomb	March 2018 July 2018
Total Budgeted cost: £190,525					
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?
Subsidise educational visits and residential	Targeted children to access a range of educational visits and residential.	All targeted children offered opportunity to access residential and school visits that incur a	Headteacher and Deputy will ensure that targeted families are aware of support	T.O'Neill J.Ward	December 2017 March 2018 July 2018

		charge. This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement.	available and monitor uptake and involvement.		
Final Budgeted cost: £199, 525					