



Pupil premium strategy statement 2016-17



“A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being.”

(Pope Francis, June 13)



“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

1. Summary information					
School	Keyham Barton Catholic Primary School				
Academic Year	2016/17	Total PP budget	£97,420	Date of most recent PP Review	n/a
Total number of pupils	198	Number of pupils eligible for PP	77 (10.5%)	Date for next internal review of this strategy	Jan 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
40(51.9%)	31(40.3%)	1 (1.3%%)*	6 (7.8%)

*Our LAC/Adopted child also receives £300 as Service child.

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	12 (41.4%)	5(17.2%)	6(20.7%)	1(3.5%)	0
Year 5	11 (37.9%)	5(17.2%)	6(20.7%)	0	0
Year 4	11(46.2%)	6(23.1%)	3(11.5%)	2(7.7%)*	1(3.8%)
Year 3	14 (53.8%)	11(42.3%)	3(11.5%)	0	0
Year 2	10 (33.3%)	6(20%)	3(10%)	1 (3.3%)	0
Year 1	9 (32.1%)	9(32.1%)	0	0	0
Reception	7 (24.1%)	7(24.1%)	0	0	0
Total	74 (37.4%)	0 (%)	0 (%)	4(2.0%)	1 (3.8%)

*Year 4 Child LAC (adopted) and Service

2. Current attainment		
End of KS2 Attainment for: 2015-2016 (11 PP children)	<i>Pupils eligible for PP (your school) (FSM/E6)</i>	<i>Pupils not eligible for PP (your school/national Y6) (FSM/E6)</i>
% achieving expected standard or above in reading, writing and maths	36%	46%/53%
% achieving expected standard or above in reading	64%	64%/66%
% achieving expected standard or above in writing	55%	57%/74%
% achieving expected standard or above in maths	36%	57%/70%
End of Y5 Attainment for: 2015-2016 (10 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	50%	50%
% achieving expected standard or above in writing	30%	40%
% achieving expected standard or above in maths	50%	60%
End of Y4 Attainment for: 2015-2016 (10 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	60%	72%

% achieving expected standard or above in writing	20%	33.3%
% achieving expected standard or above in maths	10%	27.8%

End of Y3 Attainment for: 2015-2016 (10 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	50%	75%
% achieving expected standard or above in writing	50%	68.8%
% achieving expected standard or above in maths	60%	81.3%

End of Y2 Attainment for: 2015-2016 (11 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	45.5%	84.6%
% achieving expected standard or above in writing	27.3%	61.5%
% achieving expected standard or above in maths	54.5%	76.9%

End of Y1 Attainment for: 2015-2016 (10 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	60%	63.2%
% achieving expected standard or above in writing	40%	47.4%
% achieving expected standard or above in maths	80%	68.4%

End of EYFS Attainment for: 2015-2016 (10 PP children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving a good level of development	60%	71%
% achieving expected standard or above in reading	80%	94%
% achieving expected standard or above in writing	70%	78%
% achieving expected standard or above in maths (numbers)	70%	94%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Gap between PP and non-PP children (need to accelerate progress)	
B.	Social and emotional resilience	
C.	Developing feedback to maximise progress and attainment	
D.	Engagement and motivation of PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress in reading, writing and maths	In year 2-6 the children in receipt of PPG funding will make at least 6 steps progress In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments) Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2.
B.	PP children’s maths improves in line with non-pp children at the end of KS2	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.
C.	The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise, in line with the attainment of all children	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least in line with all other children
D.	Children will become more resilient, secure and confident	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. <i>For those children with Learning Mentor support they will make accelerated academic progress and have increased social and emotional well-being.</i>
E.	Through Keyham Keys, children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Children will show increased levels of engagement and motivation for their schoolwork Digital technologies will be used in all classes to inspire and engage children with their learning. Personalised learning resources are used to motivate children Target Tracking data show an increase in children’s attainment in basic skills

Actions focussed on Learning in the Curriculum (direct impact on attainment)

	Focus	Spend	Provision	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact
A.1	Pupil Premium Teacher two days a week in KS2	£5,032	Small group writing focus/conferencing with identified children from years 3 to 6 from September to December 2016 at Literacy time. This has the added benefit of reducing class sizes, giving children increased teacher support.	Additional interventions to enable more personalized learning - progress is monitored closely and children are given timely and precise feedback to maximize progress. Sutton Trust:Feedback +8mths; small group tuition +4mths; mastery learning +5mths	Clear baseline at the start of term. Termly assessments and progress in terms of steps of progress recorded on tracker in Oct and Dec. Close communication between the PP teacher and class teachers alongside joint moderation of writing to ensure accuracy of judgements and increased teacher confidence with assessing writing. Use of interim framework assessment sheets in Year 6.	SLT	
A.2	Pupil Premium Teacher 1 day a week in KS1	£7, 843	Individual or small group work with identified PP AMA children focusing on reading/phonics/maths/writing	Additional interventions to ensure accelerated progress for AMA. Sutton	Clear baseline in Sept with steps of progress/objectives met recorded each half term. Gap analysis used to inform specific focus.	SLT	

				Trust:Feedback +8mths; small group tuition +4mths; mastery learning +5mths	<p>Sessions planned by Class teacher and PP teacher with regular communication /monitoring of provision. Impact recorded by SLT at least termly.</p> <p>Use of interim framework sheets at Year 2.</p> <p>Phonics assessments half termly</p>		
A.3	<p>SENCO release time ½ day per week</p>	£4,723	<p>Specifically focussed on needs of pupil premium children-</p> <p>Particularly focussed on advice and support for class teachers in provision for specific children.</p> <p>Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children.</p>	<p>To monitor and meet with parents and professionals. There will also be opportunities to observe children in class and at playtimes and to work alongised Teachers and TAs to improve quality of provision.</p> <p>Sutton Trust: Social and emotional aspects of learning +4mths</p>	<p>Learning Walks, Performance management, Monitoring of planning and assessment data</p> <p>Evaluations and reports from outside agencies.</p>	SLT	
A.4	EAL TA (0.5)	£2,500	<p>From October to December to support EAL pupils with early language acquisition.</p>	<p>Three pupils who have just joined the school (twins in year 3 and a boy in Year 6) from</p>	<p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this</p>	SLT	

				<p>Darfour with very limited understanding of English and limited literacy/numeracy in their mother tongue. Individualised provision as well as in class support will accelerate progress in language acquisition to enable them to access learning. Forming a relationship with a trusted adult will increase their emotional resilience.</p> <p>Sutton Trust: small group tuition +4mths; Social and emotional aspects of learning +4mths</p>	<p>approach is progressing.</p> <p>Children will be able to articulate their progress by showing how they have improved their work.</p> <p>Termly data meetings will review the progress of all children and groups.</p> <p>Close monitoring and joint planning with class teacher to ensure progress.</p>		
A.5	20 week EMAT support package	£1,920	Specialist EAL tuition for our EAL children ½ day per week for 20 weeks.	<p>Support for the children and the school to increase staff confidence and skills regarding EAL provision.</p> <p>Individualised provision as well as in class support will</p>	<p>Close communication between the EMAT TA and the class teacher.</p> <p>Reports/assessments carried out termly by EMAT.</p>	SLT	

				<p>accelerate progress in language acquisition to enable them to access learning.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>			
A.6	Additional TA in foundation stage	£13,250	Intervention language development and communication support for identified children from term 1 onwards. Intervention will be bespoke to the pupils- could include BLAST, ELKLAN, pinny time in maths and/or phonics, precision teaching.	<p>This year our cohort has a low baseline and 4 children with a high level of need.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	Learning Walks, Performance management, Monitoring of planning and assessment data	SE/ SLT	
A.7	TA support for phonics	£6,168	3 TAs will lead RWI small target groups across EYFS/KS1 and lower KS2 for 4 hours per week. Children will be grouped following regular assessment.	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Sutton Trust: small group tuition +4mths;</p>	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Termly data meetings will review the progress of all children and groups. Termly phonic assessments will track progress and children will be regrouped to match their needs.	CB/SLT	

A.8	1:1 TA support for child with ASD (0.5)	£6,600	To provide support for learning and social and emotional needs for a child that is significantly below their age related expectation.	<p>Targeted child will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>Sutton Trust: individualised instruction +2mths; metacognition and self-regulation +8mths</p>	<p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</p> <p>Child will be able to articulate their progress by showing how they have improved their work.</p> <p>Termly data meetings will review the progress made.</p>	GB/SLT	
A.9	HLTA - KS1 PP Champion	£16,000	<p>HLTA to work with identified PP children who are not on track to reach expected standard in Year 1 phonics/KS1 Reading and writing.</p> <p>To co-lead Phonics Provision with English Subject Lead</p>	<p>HLTA will provide targeted support for identified children, assessing and tracking progress and filling gaps to ensure children reach ARE. Precise feedback will be given to maximise progress.</p> <p>Sutton Trust: small group tuition +4mths;</p>	<p>English Subject Lead to monitor attainment and progress of all children and groups at least termly.</p> <p>Termly data meetings will review the progress of all children and groups.</p> <p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</p>	CB/SLT	
A.10	Additional teacher	£3,000	Interventions focussed on maths and English addressing	Teacher support will ensure that children have the opportunity	Maths and English subject leaders to monitor the attainment of all children	CB/VOC/SLT	

	support for 6: ½ day Booster sessions from Jan- May 2017		<p>misconceptions and conferencing for writing.</p> <p>Maths surgeries that address the immediate needs and plug gaps in knowledge, skills and understanding.</p>	<p>to practice the skills independently and also have opportunities to develop reasoning skills. Precise feedback will be given to maximise progress.</p> <p>Sutton Trust: small group tuition +4mths;</p>	<p>and groups at least termly.</p> <p>Termly data meetings will review the progress of all children and groups.</p> <p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</p>		
A.11	Access to G+T Workshops for AMA	£600	<p>to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.</p>	<p>to practice and develop skills independently and also have opportunities to develop reasoning skills.</p> <p>Sutton Trust: mastery learning +5mths;</p>	<p>Child will be able to articulate their progress by showing how they have improved their work.</p> <p>Termly data meetings will review the progress made.</p> <p>Subject leads will track progress of AMA termly.</p>	CB/VOC/SL T	
A.12	Professional Development t	£5,400	<p>Specific training for staff on teaching and learning, Read write inc training (all staff), Clicker 7 CPD, Whole staff maths training day (CAST), BLP Stepping Stones CPD and Number Counts (TAs).</p>	<p>The training in aspects of successful teaching and learning will have an impact on all children, however the focus on higher order thinking skills will have a greater impact on the</p>	<p>CPD impact analyses will show an increase in staff confidence and expertise.</p>	SE	

				more able.			
	Actions Focussed on social, emotional and behavioural issues (addressing barriers to learning)						
B.1	MAST	£2,100	Multi agency support for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	SLT/GB	
B.2	2 additional MTAs to support children at playtime	£2,058	KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our Support Centre.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	GB/SLT	

B.3	Subsidised access to the school breakfast club	£4000	Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.	This will provide a firm foundation for Targeted children to be ready to learn and set for the day.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers.	SE	
	Actions focussed on enrichment beyond the curriculum						
C.1	Subsidised trips and visits including Y6 residential	£4,066	Children in all year groups have access to educational visits and Year 6 have access to a residential visit to Gaynor Hall which would be outside the financial limitations of some families. All pupils have access to theatre group and visitors in school. This experience is followed up in school.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	SE	
C.2	Children's University	£640	Raising aspiration across the school. Encouraging children to continue their learning outside the school.	To encourage an interest in the world around them, building on talents- creating lifelong learners. Participating in out of	Through pupil conferencing the children report positive experiences and impact on their learning.	JS/SE	

D.1	PSA-Supporting	£ 2,726	<p>Supporting vulnerable, hard to reach families, parents, CAFs.</p> <p>A programme of wokshops/courses organised to help parents build social groups as well as improve ways to support their children's learning at home.</p> <p>Support for reading with vulnerable children</p>	<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>Sutton Trust: Social and Emotional aspects of learning +4mths; individulaised instruction +2mths; Parental involvement +3mths</p>	<p>Records and evaluations shared with the school, as appropriate.</p> <p>The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.</p> <p>Parent questionnaires</p>	SLT	
D.2	Cookery Club for Carers/chil dren	£2500	<p>To encourage parental engagement with the school and with their children. Fortnightly, carers and children will work together to prepare a meal at Gaynor Hall with the help of school staff, which can then be taken to the family home.</p>	<p>Parental engagement has been difficult to harness. This will also ensure a healthy meal for targeted children and families.</p> <p>Sutton Trust: Parental involvement +3mths</p>	<p>Evaluations shared with the school, as appropriate.</p> <p>The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.</p>		

	Allocation	£93,720					
	TOTAL SPEND	£92,126	CONTINGENCY- £1,594				

SERVICE PUPIL PREMIUM

		Spend	Provision				Impact
E.1	PSA- 1hr per week	£600	Support for vulnerable parents and emotional support for parents as an ELSA trained TA.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	SE	
E.2	Military Kids Club membership	£150	Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly.	To be able to meet with and identify with children in a similar situation.	Through pupil conferencing the children report positive experiences and impact on their learning.	SE	
E.3	Transport to HMS Heroes events	£100	Transport to the termly meetings. Support the children in interaction with other service children.		Through pupil conferencing the children report positive experiences and impact on their learning.	SE	
E.4	1:1 and small group TA support	£514	Surgery/Intervention will be bespoke to the pupils in order to accelerate progress and meet ARE	Additional interventions to enable more personalized learning	Learning Walks, Performance management, Monitoring of planning and assessment data	SLT	

	1hr per week			- progress is monitored closely and children are given timely and precise feedback to maximize progress. Sutton Trust: small group tuition +4mths; individualised instruction +2mths			
	Allocation	£1,800					
	Total Spend	£1364	Contingency: £436				

PUPIL PREMIUM PLUS

		Spend	Provision				
F.1	TA support for the pupil on a 1-1 basis or in a group situation.	£880	Support with gaps in learning- to support and accelerate progress. The pupil is SEN and below expectations in all areas of learning- support ensures that she will make better than expected progress. Maths surgeries and	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group	GB/SM	

			pinny time will be used.	and children are given timely and precise feedback to maximise progress.	interventions recorded in conversation with the class teacher.		
F.2	PSA time/MAST provision (including Learning Mentor)	£800	<p>Additional support for the family as and when needed by PSA or MAST team. Signposting to additional provision, after school clubs, holiday clubs.</p> <p>Support is being provided by the learning mentor, helping to deal with attachment issues.</p>	<p>Targeted support in place for Family, so that they feel more secure and confident and are able to manage their emotions and family life.</p> <p>Child has an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of well-being</p>	<p>Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention.</p> <p>Parental surveys will show any impact on the child at home.</p> <p>Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention.</p> <p>Parental surveys will show any impact on the child at home.</p>	SE/GB	

F.3	Number Counts Teacher						
	ALLOCATI ON	1,900					
	TOTAL SPENT	£1,680	Contingency				

5. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.