



Pupil Premium Strategy Statement - St. Oswald's Catholic Primary School



1. Summary information

School	St. Oswald's Catholic Primary School			
Academic Year	2017 - 2018	Total PP budget	Approx. £255,359.53	Date of most recent PP Review (Internal) October 2017 (internal school)
Total number of pupils	629	Number of pupils eligible for PP	235	Date for next internal review of this strategy Sept 2018

Key Stage 2 – 2016- 2017 data

Subject	Percentage of pupils achieving the EXPECTED standard		Percentage of pupils achieving the GREATER DEPTH standard		
	School Whole Cohort	Pupil Premium School	Pupil Premium National	School	Pupil Premium School
Reading	83%	71%	60%	29%	14%
Writing	75%	57%	66%	13%	4%
Maths	70%	50%	63%	29%	11%
Grammar, Spelling & Punctuation	74%	61%		33%	14%
Combined (R,W,M)	61%	36%	43%	10%	4%
					3%

Average Scale Score				
Subject	School	Pupil Premium School	Pupil Premium National	
Reading	106.7	104.2	101.4	
Maths	105.1	101.4	101.7	
Grammar, Spelling & Punctuation	106.8	103.7	n/a	

Key Stage 1 2017 data

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard	
	School	Pupil Premium School	Pupil Premium National	School	Pupil Premium School
Reading	66.3%	42.9%	61%	12.8%	0
Writing	55.8%	45.7%	52%	5.8%	0
Maths	60.5%	37.1%	60%	4.7%	0

EYFS (End of Reception) 2017data

Percentage of pupils achieving the EXPECTED standard		
Subject	School	Pupil Premium School
Reading	72%	50%
Writing	65%	50%
Maths	71%	57%
GLD (Good level of development)	60%	45.5%

Phonics 2017 data

		Percentage of pupils achieving the EXPECTED standard in phonics	
Year group	School	Pupil Premium School	
Year 1	75.9	55.6	
Year 2	87.2	73.5	

Lessons Learnt from 2016 -2017

Early year writing Project didn't have the impact we would have hoped due to major staff absence, staffing changes and children's attendance; it was agreed moving forward in 2017 2018 we would focus on EYFS Early Talk Boost and monitor the impact of this program.

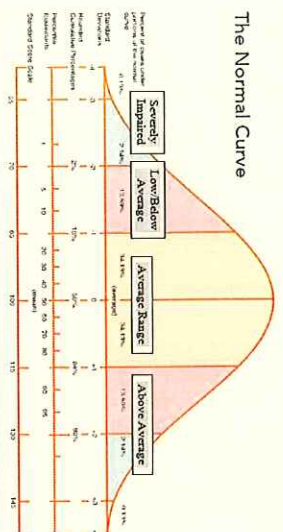
Pupil wellbeing is vital to maximise learning focusing on raising self –esteem and self- confidence of children, this has proved successful for PP and Non PP children. We have unsurprisingly found that when children are happier they learn better. We have decided to focus on this further and look to develop other strategies and programs that further support pupil well- being. As a school in a high area of deprivation many of our children face challenging circumstances and barriers to learning so supporting the children emotionally is a priority for school

The number of children identified as PP in EYFS remains low in relation to rest of the school, as a result of this an increased focus will be made to target and support families in EYFS in relation to application of benefits and to ensure parents understand the benefits of PP funding in 2017 – 2018. Initially establishing links through Stay and play sessions and 1:1 support sessions with Home School Liaison Officers and Deputy Head Teachers.

Targeted support and use of interventions need to be reviewed and clear systems developed to ensure consistency and maximise impact in closing identified gaps in learning. To ensure the percentage of children reaching age related expectations (ARE) increases.

Assessment systems are established in school but to further support and enhance the current system in 2017 -2018 we will develop the use of standardised scores and the normal curve – the standardised scores of all children PP and none PP will be plotted on the normal curve. This information will be used to inform all aspects provision/ teaching / planning etc. and help to quality assure teacher assessment judgements. This will be completed by PP lead and information will be shared with staff.

The Normal Curve



1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Reading skills – poor reading skill has a detrimental effect on accessing mastery curriculum especially greater depth of understanding.
B.	Behaviour issues for groups of pupils across the key stages (mostly eligible for PP) these are having detrimental effect on their academic progress and that of their peers.
C.	PP Gender Gap in EYFS / KS1 – Boys not achieving expected standard in Phonics Screening / Reading.
D.	A high % of PP with SEND
E.	Low baseline – low starting points on entry to EYFS
F.	Writing across the school – all key stages. With an increased focus on the development
G.	Speech and language issues – poor oral and written language
H	Low aspirations / low self esteem
External barriers (issues which also require action outside school, such as low attendance rates)	
I.	Attendance / Parental engagement – small percentage of parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration. Social and Emotional Wellbeing of Children – Small group of pupils require additional support due to their vulnerability and negative impact on their academic performance.
K.	Punctuality is an issues across all key stages – some children arriving considerably late regularly
L	Family issues impacting on children's emotional state e.g. family break ups, mental health and drug and alcohol abuse / increased number of CLA with additional needs joining the school

We want to achieve	
Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P	
To continue to develop the commitment of quality first teaching across the primary school	
To review and refine planning and assessment systems – using assess, plan, do and review model	
To ensure differentiation, targeted support and interventions are used effectively to support all learners	
To ensure appropriate timely early intervention in EYFS and KS1 to accelerate attainment and progress reducing the need for intervention later in school.	
Reduced gap between disadvantaged pupils and their peers	
% of disadvantaged children achieving GLD increased	
Hard to reach parents feel confident and empowered in supporting learning and development at home	

Data analysis shows improved attendance for P.P children and non PP children; reduced number of persistently absent children both PP and non-PP
A wide variety of opportunities for enrichment and curriculum support are being provided for PP children
Target families who we feel should be entitled to PP and support them through this process

Pupil Premium Overview 2017-18

Pupil premium for 2017 to 2018 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the October 2017 school census who are known to have been eligible for free school meals (FSM) since October 2011, as well as those first known to be eligible at October 2017.

It includes pupils recorded in the January 2017 school who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

We ensure we focus on the following questions when planning for provision for pupil premium children:

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?

EYFS:	30 pupil	Year 1:	33 pupils	Year 2:	29 pupils	Year 3:	34 pupils	Year 4:	34 pupils	Year 5:	41 pupils	Year 6:	34 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Review interventions and targeted support policy and practice for school • Appoint a interventions lead to work closely with PP lead • Ensure high quality early intervention from experienced teaching staff • Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance • Identify disadvantaged pupils to all staff and track their progress and provision • Deputy Headteacher to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 	<ul style="list-style-type: none"> • Action plan identifies provision and expected impact • DHT acts as advocate and is able to carefully monitor track progress and impact of intervention strategies • Governing body have a detailed knowledge of actions / their rationale / cost and impact • Review • Intervention policy and practice reviewed. PP lead working closely with interventions lead to maximize impact. • Information collated regarding progress and impact across range of interventions and activities offered to this cohort

Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
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<ul style="list-style-type: none"> To ensure never less than good / outstanding teaching for disadvantaged Teaching Assistants are highly trained and understand and use formative assessment To invest for the future on CPD related to metacognition ready to further develop the area in September. 	<ul style="list-style-type: none"> Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact Targeted support and intervention demonstrate accelerated outcomes for targeted pupils Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children Targeted early intervention for all key stages in reading, writing and maths established Internal data shows any gaps are closing for disadvantaged pupils To ensure appropriate CPD/ training opportunities are planned for and delivered to teaching assistants to help maximise teaching and learning opportunities for all children Begin to develop ways of teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development.
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Personal Development, Behaviour & Welfare		
Objectives		Success Criteria
<ul style="list-style-type: none"> Attendance / punctuality and behavior of disadvantaged pupils is monitored and in-line with other children in school and nationally Systems and processes are planned to address areas of vulnerability for P.P children e.g. 1:1 work with family liaison officers, target support programs P.P children have behaviour support from adults in school. Additional support is provided from outside provider for any children requiring additional behavior support. To plan for, provide and deliver a wide variety of lunch time clubs for targeted children To access SIMS training to obtain attendance information for PP children 		<ul style="list-style-type: none"> If attendance / punctuality and behavior of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as support from home school link officers / EWO /family support service etc. DHT to monitor cohort half termly to assess impact of intervention or work with class teachers to address any issues in performance DHT to track additional challenges and direct resources appropriately based on outcomes using PP tracker and year group data trackers. Areas: attendance, parental attendance at meetings, involvement in extra-curricular activities etc.
Outcomes for Pupils		
Objectives		
Success Criteria		

<ul style="list-style-type: none"> • To narrow the gap between disadvantaged & non-disadvantaged pupils in school and with their peers nationally • To provide early targeted support and intervention for underperforming disadvantaged pupils as identified through achievement data • Analyse progress of disadvantaged pupils termly for the causes of under achievement and through the Appraisal process using identified SIMS reports 	<ul style="list-style-type: none"> • Pupils make at least expected progress in line with other children • End of KS results exceed floor standards (Year 2/6 achieve National Average levels or above) • Analysis of children taking part in early targeted support or intervention demonstrates progress above that expected and is being accelerated • Analysis of this cohort using school tracking systems demonstrates a narrowing of the gap with peers in school and nationally • Internal data demonstrates the gap is closing between disadvantaged and non-disadvantaged pupils
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Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	Progress
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through developing and delivering a mastery Curriculum	To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts.	July 2018	Consistent monitoring by SMT Scrutiny of data Observations	Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P. and non P.P	Termly review of impact by leadership team	<p>Mastery curriculum continues to be focused on throughout the school. Evidence from year group/phase monitoring of planning / books/ pupil voice reflects this. PP children's books show development of mastery approach across the academic year as evidenced in book monitoring.</p> <p>Spring term 2018 we began a whole school Curriculum review. School feels the 2014 National Curriculum is clearly embedded through the delivery of a mastery approach and with current educational research focusing on curriculum school felt it was an appropriate time to review the curriculum and make the necessary changes ahead of the introduction of the new inspection framework in 2019.</p> <p>This will continue throughout the rest of the academic year. Monitoring of books and teaching took place Termly. All year groups have targeted PP children for intervention. Progress was noted for PP children in intervention files and monitoring feedback.</p> <p>3 Additional T.A have been employed since September 2018 employed on a temporary basis to support and PP children and identified children. This has led to more targeted intervention and support for PP children in turn leading to more PP children reaching ARE</p>

To ensure quality first teaching is focused upon and always of a high standard throughout the school	<p>Directing teaching & support staff on to relevant courses ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques.</p> <p>To develop culture of learning and encourage independence.</p> <p>To develop coaching and mentoring across the school – delivered by SLT / leadership team</p> <p>Co-ordinators ensuring progression of subject by directing staff appropriately and carrying out appropriate monitoring and evaluation.</p>	On going throughout the year	Consistent monitoring by SMT / Co-ordinators.	<p>Commitment across the primary school to high quality teaching and learning through the emphasis on staff CPD and in house training provided by experienced and knowledgeable members of staff.</p> <p>Senior staff have an extensive knowledge and teaching skills to work with less experienced staff to ensure standards are high across keys stages / phases and whole school.</p> <p>Coordinators are carrying out monitoring and evaluation of their subject areas and ensuring identified ways forward are being addressed and all have a positive impact</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>Monitoring for the academic year shows all teaching at least good or better.</p> <p>Training was been accessed for core subject leaders. Information was used to inform teaching in school. School directed time was carefully planned to focus on delivering high quality teaching and learning – quality first teaching.</p> <p>Moderation and SLT meetings led to necessary amendments being made to ensure any changes or areas for improvements were addressed.</p> <p>All subject leaders carried out monitoring for their subject areas throughout the academic year this information was used to inform future planning and teaching as the year progressed.</p> <p>AHT's have had a clear timetable for coaching and mentoring focusing on English and Mathematics for identified members of staff/ year groups. This has had a positive impact on addressing identified areas resulting in 20% more PP children reaching ARE (age related expectations) by end of key stage 2.</p> <p>All staff have pupil progress meetings to discuss individual children this has helped to clearly focus teaching and learning needs for PP and non PP children. Agreed ways forward have been identified and were actioned each term. See appendix 1 and 2 for PP data for whole school.</p>
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To narrow the attainment gap at the end of EYFS Key Stage 1 & 2 in Reading, Writing & Maths	Ensure quality of teaching, learning & assessment is good or better	On-going On-going Half Termly	Leadership team / SLT Y2 & 6 Teachers Phase Leader Deputy Heads	All phase interventions for Autumn Term prioritised PP children. All staff keenly aware of key children to support	Termly monitoring carried out by the leadership team and SMT	Data has been reviewed regularly (termly) by Deputy head teachers throughout the academic year. All data has been analysed and shared with stakeholders.
	Teachers / teaching assistants delivering additional sessions (reading, writing and Mathematics) to target gaps identified through AFL during quality first teaching and data analysis			% of disadvantaged children reaching AREs increased	At the end of the academic year a detailed analysis take place focusing on attainment at the end of key stage.	Pupil progress meetings have been carried out with a focus on individual children and groups including focusing on PP compared to none PP and other groups. See appendix 1 and 2 for PP data for whole school.
	Achievement & progress discussion as a leadership team			Positive internal data across Y6 and Y2		Throughout the academic year the Deputy Head Teachers have addressed any areas of concern or identified gaps ensuring appropriate intervention and support for those that need it was organised following the new intervention policy, planned for, delivered and evaluated in a timely manner.
	Analysis of pupil progress & attainment – pupil progress meetings			Disadvantaged pupils will meet the national standard in R, W & M in their end of year tests.		
	Small group intervention for children identified as not making good progress			Curriculum planned for breadth balance and maximum enjoyment and inspiration so that children grow to love learning.		Timetables were reviewed in Jan 2018 to allow for additional reading, writing and math's lessons in year 2 and 6 all cross curricular to ensure full entitlement delivered by teachers and T.A's. This proved successful and allowed for additional time to focus on the embedding the core subject areas before national testing. End of Key Stage data evidences the impact.

To further develop role of T.A. to maximise and support learning.	Carry out an audit of teaching assistant skills/ qualifications and noted training to deliver specific interventions. Identify areas for development.	On-going Half Termly	Leadership team / SLT Phase Leader / year heads Deputy Heads	An audit of teaching assistant's skills and qualifications has been carried out. Areas for development have been addressed and a suitable program of CPD has been planned for and delivered.	Termly monitoring carried out by the leadership team and SMT At the end of the academic year a detailed review will take place of with regards to teaching assistants training and impact	An audit of teaching assistant training / knowledge of interventions took place. Areas for development and training were been identified for and mapped out for each term. 1:1 meetings took place with all teaching assistants with a focus on CPD needed to maximise learning and supporting children A timetable was planned for in house training. This training was delivered throughout the academic year by appropriate senior leaders. This led to the upskilling of teaching assistant to maximise support and learning. Leading to improved delivery of group work and interventions.
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Total Budget Costs: Approx. £125,000

Actual Spend: £127,000

Targeted Support

To raise the % of disadvantaged pupils achieving a good level of development in EYFS	Ensure quality of teaching, learning & assessment is good or better	On-going	EYFS Team Leadership team	% of identified PP families rises	Termly monitoring carried out by the leadership team and SMT	A review of the provision for all areas of learning including PSED, Literacy and Mathematics took place in Autumn 2017 lead by the deputy. This information was used to ensure provision for academic year 2017- 2018 was carefully mapped out and met the needs of the learners.
	Review admissions procedures to ensure early identification of disadvantaged pupils	Dec. 2017 & then on admission to school	P.P champion	% of disadvantaged children achieving GLD increased		
	Identify a named 'Pupil Premium Champion' for EYFS to oversee families & children	Autumn Term		Reduced progress gap between disadvantaged pupils and their peers		
	To provide targeted support for EYFS families we feel should be entitled to PP and support them through this.	Spring Term		% of disadvantaged children achieving ELG in PSED, Literacy & Mathematics increased, leading to gap reduction		Deputy head teachers have worked closely with the EYFS lead throughout the year. School has received support from local authority throughout the year resulting in improved data. School took part in a local authority project focused on raising % of children achieving good level of development in EYFS.
	Provide additional parent support for disadvantaged pupils	Autumn Term		Parents feel confident and empowered in supporting learning and development at home		Outcomes at the end of EYFS (Good level of Development) are above the national average at 78.9%; this is 7.3% above NA and a rise of 18.9% since 2017. Our APS is 35.8 above NA and an increase from 2017.
	Review provision available for PSED & Literacy and Mathematics			Strategies to support PP families at home / in school are established and embedded.		Breaking the data down demonstrates that for all goals, at expected school was 78.9% an increase of 16.1% against 2017. Prime areas achieved 85.9% an increase of 10.8% on 2017. Specific areas made excellent progress on 2017 achieving 78.9% up 15.2% on 2017

Appendix -3

Planning in EYFS has been adapted to include key questions, children's interests and enhancements.

						<p>Monitoring of EYFS took place throughout the academic year to ensure raised standards of teaching and learning</p> <p>Nursery and EYFS lead continue to provide opportunities to engage parents. This has been successful has had a real impact on parental engagement e.g. Increased parental involvement and attendance at school events from parents, including parent's workshops, meetings, early reading and the launch of a Lending library proved very successful and led to more than half of nursery families borrowing learning resources to use with their children on a weekly basis.</p> <p>Parental questionnaires and parent feedback show that they feel included and welcomed into school and received the support needed to and support and help their child at home</p> <p>Family liaison officers continue to work hard to engage all parents including parents of PP children. They have signposted parents to necessary outside agencies including housing and benefits maximisation.</p> <p>School policy, systems and protocols followed for all children.</p> <p>Attendance remains high profile throughout the school weekly awards are given out throughout the school. Children in classes are keen to get awards.</p>
Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning	Continue with increased EWO provision – 7 hours per week Family Liaison link officer's role School attendance team established and consistent practice developed.	On-going As required By Dec	School attendance team EWO	<p>Liaise with parents regularly</p> <p>Liaise with EWO for more complex cases</p> <p>Data analysis of improved attendance</p>	<p>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	

To improve the attendance & punctuality of disadvantaged pupils	Half-termly monitoring of disadvantage pupil's attendance & punctuality Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level			Regular reports / case studies to SMT & other stakeholders Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this Termly meetings / assemblies with children & parents to reinforce expectations & school protocol Home visits to carry out spot-checks and collect children if appropriate Issue penalty notices Share attendance information with school, governors & community via newsletters, school website and discussions Attendance for disadvantaged pupils is at least 95% The attendance gap between disadvantaged and non-disadvantaged pupils is reduced Punctuality for disadvantaged pupils is improved and not more than 3% late Pupils demonstrate a love for school and understanding that every day is important		<p>The school attendance team has worked hard to provide support to all pupil, parents and families where and when necessary. Through agreed set of actions see school policy, e.g. letters home, meeting with parents etc. Resulting in a reduction in number of PA children.</p> <p>Attendance information / percentages was shared with school governors at pastoral meetings.</p> <p>25 penalty notices for attendance were issued and 6 families had initial meetings to begin court proceeding. 3 Families were prosecuted after court action.</p> <p>The attendance team have worked closely with the families of children who have reached PA to reduce the number of PA. This has proved successful PA reduced from 126 to 73</p> <p>Overall attendance for disadvantaged children has improved by 9%</p> <p>Deputy head teachers and family liaison officers have assigned caseload of families that they have worked with throughout the year. A review of families and cases took place in July 2018 and actions identified for academic year 2018 -2019</p> <p>EWO continues to provide additional tier of support for school – school has a service level agreement which includes 7 hours of EWO support per week. EWO support proved problematic</p>
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						during the year due to long term staff absence. In January 2017 a new EWO joined the school attendance team – bringing a wealth of knowledge and experience. Impacts of this appointment were clearly evident throughout the rest of the academic year.
						Pupils understand the importance of being in school every day. As evidenced in pupil questionnaires.
To ensure the in-school provision meets the needs of pupil premium children at EYFS, KS1 & KS 2	Review the range of targeted provisions in school School support interventions target key disadvantaged pupils Reintroduce/ target Beanstalk readers to support PP children Identify additional provisions which can be used to support teaching & learning To purchase additional resources to support the planned provision / curriculum	Autumn Term Ongoing	Deputy Head Teachers	Provision available reflects impact evidenced by Sutton Trust Interventions demonstrate accelerated progress over time Disadvantaged pupils make at least good, and often better, progress term on term Additional provision is delivered consistently each term Additional resources have been purchased to support all learners including PP children	Termly monitoring carried out by the SLT and pupil premium lead	Information from Sutton Trust has been used inform practice in school. This continues to be a resource school is using to support and develop practice. For example reviewing intervention and use of teaching assistants. Pupil premium lead and the leadership team reviewed school planning and provision. Ways forward were identified and shared with staff. Additional resources continue to be purchased when necessary. The system of ordering resources were clarified to staff and a clear system is in place moving forward. Beanstalk reading program was used throughout the academic year to support identified children. This had

							an impact in engaging reluctant readers. 10 PP children benefitted from this program. Pupil voice about this program is positive children state 'they enjoy reading with the volunteers.'
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Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning	Review whole school provision for interventions.	Autumn term	Leadership team intervention team	Monitoring by pupil premium lead and intervention team carried out half termly.	The intervention lead carried out a review in Autumn 2017. A clear policy and understanding of interventions has been established. A wide variety of interventions have been used effectively throughout the year to support PP / none PP children for all year groups. Including – Dragon Writers, Success at Arithmetic, ALK, Phonic support, Targeted reading groups, Early talk boost etc. Identified staff have attended training for appropriate interventions. A whole school interventions tracker was been developed by the lead and is informing the PP tracker. Mathematic online learning intervention was delivered for identified year 6 PP children (20 children) Very positive feedback from children all the children who took part met ARE. End of year review has taken place for all interventions e.g. Early Talk Boost / Maths online learning program / Success at Arithmetic. As a result of the positive impact of these interventions on closing the gap the following has been agreed for academic year 2018-2019: - Early talk boost with continue in 2018-2019 for EYFS. With the introduction of the Key stage 1 Talk Boost intervention in key stage 1 led by Mrs. Reading. Training has been arranged for staff for September 2018. - Success in Arithmetic – will continue and will be developed for use for years 4/5/6 – 20 children to take - Dragon Writing / Prate Writing – will continue and further developed in 2018 – 2019. Staff training is planned
	Interventions lead to ensure interventions are used appropriately to meet the leads of learners with the aim of closing the gap and more children meeting ARE.	Ongoing		A whole school approach has been developed. All staff understand the difference between differentiation and intervention. Appropriate interventions have been sourced for use in school. Training has been sought and delivered for high quality intervention for core curriculum areas.	
Establish and identify appropriate interventions for all key stages and purchase necessary resources	Details of all the interventions used in school can be found in the interventions policy and on the PP Tracker.			All children access whole class input to ensure broad and balanced curriculum. Timetables for interventions and teaching assistants clearly mapped out.	
A 12 week Interactive Online Mathematics program has been developed / purchased focusing closing the identified gaps for year 6 PP Children before National testing in May.				Mathematic interactive program has taken place and there is clear evidence of the program closing gaps in knowledge for PP children.	
In Summer term expand the use of the online /interactive Mathematics program to identified year 5 and 4 PP children.					

EYFS – Accelerated progress of PP and Non PP children leading to improvements in FS and KS1	Early Talk Boost Intervention / Project	Autumn	EYFS lead	Children taking part in Early Talk Boost are able to apply proven techniques which underpin and encourage quality Speech and Language / Oracy in the younger child.	End of the year evidence of writing & results	All EYFS members of staff have received training
	Selected member of staff to attend LA training and disseminate to EYFS & KS1 staff	Ongoing	Deputy head teacher		Monitoring by SMT of emergent writing & writing through the curriculum	Mrs Reading leads on this area in school. A day a week of her timetable is given to deliver this intervention in EYFS.
	Additional Early Talk Boost training has taken place in school for all staff.		EYFS team	Staff have attended training and have shared this with school staff. Ideas are being used throughout EYFS		Tracking data shows that all of the children involved in the intervention have made accelerated progress
	A named member of staff ensures this program is delivered to identified children.					This intervention will continue to be used in 2018-2019 and will be developed further with the introduction of the Early Talk intervention program.
To improve the engagement of parents in supporting disadvantaged children at home	Gather parental views on support required	Ongoing	Family liaison link officers	School is aware of what parents need/want in supporting their child/ren	Termly monitoring carried out by the SLT and pupil premium lead	A considerable amount of work has taken place during the year on this area. Mr. Crowther / Mrs. Greer were tasked with leading this area throughout school.
	Lead curriculum support events at various times		Deputy head teachers	Parents feel confident in supporting children at home		Opportunities have been developed throughout all key stages to engage and include parents throughout the academic year as listed below:
	Provide 'drop-in' opportunities for families of disadvantaged pupils to access on-going support		SLT	Parents know what they can do to help their child		<ul style="list-style-type: none"> • parents singing on the Christmas CD Reading with children, • Active maths workshops • Literacy sessions • Poetry workshops, extra-curricular clubs such as parent/child guitar club Year group workshops clubs involving parents
	To support parents through EHAT and other processes.			Parents are attending themed events and workshops in school building up their trust and confidence.		Build a Bridge of books project was carried out in Spring / Summer term. This was very successful engaging hard to reach families. 10 families benefitted from this

						<p>families of PP children. This will be continues in 2018 - 2018</p> <p>Lending Library was established in EYFS – this has proved hugely popular and as a result more families applied for EYFS PP. Lending library will be further developed during 2018– 2019 to include other key stages.</p> <p>Questionnaires evidence a positive response to the opportunities offered to parents during the year. 100% of parents questioned said they thought school offered enough opportunities for them to get involved with their child's learning.</p> <p>Parents continued to engage with family liaison officers; who have provided a wide variety of support and signposting to services where and when necessary.</p> <p>Home school link officers continue to provide invaluable support to all our families and children. This continues to be provided on a needs basis. Identified support programs to address specific issues –e.g. self-esteem have begun throughout the school.</p> <p>PP lead and home school link officers continue to meet regularly with a PP focus.</p> <p>PP lead and home school liaison officers have met half termly to discuss specific children / families / PP register for school as directed by the PP lead. Pointers have been actioned and addressed and reviewed at each</p>
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					<p>meeting. Actions were shared with leadership team</p> <p>During the academic year 2017-2018</p> <p>Support was been sourced for PP children /none PP and their families from the following outside agencies:</p> <ul style="list-style-type: none"> ✓ SFSS (School Family Support Service) ✓ Oakleaf bereavement ✓ VPAS ✓ CAMHS ✓ DWP ✓ Shelter/housing ✓ Advanced Solutions ✓ Kinship carers ✓ NSPCC ✓ Targeted services ✓ Isabella Trust ✓ ADHD Foundation ✓ PSS ✓ Therapy support ✓ Early Help Team <p>School family liaison officer have begun work to establish a working group of school link officers from the network / local area with the aim of provided the best support for all families through sharing best practice and ideas.</p> <p>The family liaison officer's report to governors has demonstrated the number of families supported with positive outcomes for examples the number of families with need for an EHAT has reduced this year by 9.</p>
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To further develop different strategies and types of emotional support programs available for children	To research training opportunities for family liaison officers to deliver well-being programs for selected PP and Non-PP children	Ongoing	Family liaison link officers Deputy head teachers	Children are able to access and embrace learning when their well-being is at the forefront of teaching and learning. Specific programs / groups / individual are regularly taking place throughout the whole school.	Termly monitoring carried out by SLT and pupil premium lead	PP lead continues to work closely with family liaison officers to develop strategies and opportunities. 1 family liaison officer had mindfulness training and is developing this across the school. This training has been cascaded to staff and staff have developed strategies in class to support all children
	<p>Named programs to be developed/implemented include:</p> <ul style="list-style-type: none"> • Seedlings • Specific CAMHS Support groups • LEGO Therapy • Attachment groups • Children's mindfulness • Yoga for children <p>SLT to identify children for specific named programs either on a group or individual basis.</p> <p>Home school liaison officers to establish groups and measure impact.</p>					<p>1 family liaison officer had Lego therapy training and is developing this across the school. 16 PP children have received Lego therapy.</p> <p>1:1 support and counselling continues for vulnerable children small group support is accessed by 230 children across the primary school 180 of these children were PP</p> <p>2 members of staff attended Rainbows training in the Autumn term. Rainbows programme completed in Spring term for KS1 and KS2</p> <p>21 children benefited from the rainbows programs in</p>

						<p>school 16 of these children were PP. Rainbows programme was seen as positive counselling for children who had suffered loss. Parents reports children calmer and more ready to talk. This had a positive knock on effect for behavior for learning in class.</p> <p>Think Yourself Great Groups have taken place throughout the academic year for vulnerable children. 60 PP children have taken part in these groups. This has helped to improve the children's self-esteem. Pupil voice feedback from children notes that they feel more confident and are more aware of their skills and talents after they have completed this program.</p>
Total budgeted costs: Approx. £85,000		Actual Spend: £ 76,000				

Other Approaches					
Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth	Further development of wellbeing for children Provide opportunities for Think Yourself Great programme for all children who need it. Rainbows programme will be delivered for KS1 and KS2 Home school link officer will work with groups of identified PP children in small groups / 1:1.	Ongoing	SLT Family Liaison Officers Mrs Gilroy	Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning. Think yourself great, rainbows and peer to peer massage are regularly taking place throughout the whole school.	Termly monitoring carried out by home school liaison officers During the academic year 2017-2018 the home school liaison officers have accessed the following training to support PP / none PP children and their families: -Lego therapy training – 8 children have benefited from this area of support -Kids talk training – 16 children have benefited from this area of support -Anger management training – numerous children benefited from this -Graded care neglect training -EHAT update training - Roar training Staff have used ideas obtained from these courses support children in class. Positive feedback from staff and children. All of the above training will be continue to be used and developed to support children during 2018 - 2019. Rainbows programme completed in Autumn for KS1 and KS2 - 22 children benefited in rainbows programmes

Children develop skills of wider skills independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self-confidence that translates into effective classroom learning.	Subsidise residential trips so it is accessible to lower income families: Colomendy Subsidise school trips for P.P children	Ongoing	Pupil Premium lead Year heads SMT	Inclusive residential trips – opportunities for all to experience different learning experiences Parents of PP children are given financial support for school trips. A wide variety of opportunities for enrichment are being provided for PP children	Pupil premium lead will monitor this and ensure P.P tracker is up to date with any financial aid provided – monitoring will take place termly but will be reviewed when necessary on a needs basis.	<p>Pupil premium lead continues to regularly update the school tracker with any relevant enrichment/provision that has been provided for P.P children. Noting outcomes and evaluations of provision</p> <p>The Tracker has been further developed to include extracurricular clubs and uptake for PP children ensuring PP children have priority access.</p> <p>21 P.P children identified by family support workers have received additional enrichment opportunities</p> <p>Children's school experience is enriched PP children have access to equitable opportunities through school.</p> <p>Many visitors have come into school during the academic year including: -Gardening project in Joseph Lappin (selected group of children across school) -Arts and Creative Week – Liverpool theme, creative and music parent/child workshops -Firefighter visit to EYFS and KS1 -Shenigans group visit (session's delivered for Y5/Y6) -Sugar workshop for families (Please see appendix 4 - enrichment list)</p>
To provide further opportunities for enrichment / support for PP children	Provide wide variety of extra-curricular opportunities for all children including.					

<p>To provide opportunities to access facilities / activities at local amenities e.g. Joseph Lappin Centre in school time and in the holidays</p>		<p>Additional financial given support is provided if necessary for PP children support breakfast club and travel arrangements if needed.</p>	<p>basis.</p>	<p>15 children have receiving breakfast club provision at no cost to parent. This information is recorded on the PP tracker. Meaning they access healthy food and arrive in school on time which has a positive impact on attendance.</p>
<p>To provide additional financial support for PP children where and when necessary for breakfast club and to support travel expenses in the form of a bus pass.</p>				<p>During the academic year 1 child was in receipt of a bus pass to support travel to and from school. This improved school attendance for this children</p>
				<p>56 families have received financial support to cover trips.</p>
				<p>64 children went on residential trip, including 28 PP children. Financial support was given to 15 children</p>
				<p>Life styles / fitness and exercise passes – 15 families are in receipt of these passes.</p>
				<p>Providing P.E kits/ uniforms – 20 families have benefited from this support during the year.</p>

In preparation for transition to secondary school raise the self-esteem and self-confidence of children focusing on raising the level of self-worth. Additional transition support provided for P.P children	Year 6 pupils partake within a transition day at Animate to focus on transition and moving on. Additional transition trips planned to support P.P / vulnerable children	A smooth & successful transition into Y6 (school leaders) and for those moving on to secondary school.	Pupil Premium lead Y6 year head Year 6 teachers	Children have taken part in transition reflection day at Animate	A review will take place in July 2017.	81 Year 6 children attended retreat at Animate in focusing on transition and moving on with the aim of raising confidence and self-esteem. 15 PP children received additional transition sessions in preparation for transfer to secondary school to ensure children's needs were met. This helped to ensure smooth transition for these children reducing potential anxiety. 15 children attended secondary new to year 7 summer school.
Total budgeted cost: Approx. £58,000		Actual Spend: £59,500				

Total spend = : **£127,000**

76,000

59,500

£262,500

Appendix 1 – End of Key Stage Data

Key Stage 2 – 2017 - 2018 Provisional Data

Average Scale Score		Subject	School	Pupil Premium (Who took the test)
		Reading	107	105.2
		Maths	107	105.2
		Grammar, Spelling & Punctuation	107	

Percentage of pupils achieving the EXPECTED standard		Subject	School	Whole Cohort	Pupil Premium	Percentage of pupils achieving the GREATER DEPTH standard
		Reading	82.9%	76%	26.8%	15%
		Writing	81.7%	67%	23.2%	9%
		Maths	86.6%	79%	30.5%	21%
		Combined (R,W,M)	70.7%	58%	14.6%	6%

Key Stage 1 2018 data

Percentage of pupils achieving the EXPECTED standard		Subject	School	Pupil Premium	Percentage of pupils achieving the GREATER DEPTH standard
		Reading	74.7%	50%	19%
		Writing	70.9%	46.2%	8.9%
		Maths	79.7%	61.5%	12.7%



Appendix 2 Pupil Premium Data – Whole School 2017-2018



Reading - At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of whole cohort across year	Progress of PP across year	Gap +/- compared to all children
Nursery	(25) 43%	(1) 12%	(27) 43%	(3) 34%	(27) 43%	(3) 34%	(+2) 0%	(+2) +22%	-9
Reception	(48) 63%	(11) 55%	(45) 62%	(8) 47%	(61) 85%	(11) 69%	(+13) +11%	(0) +14%	-16
Year 1	(42) 56%	(16) 49%	(46) 64%	(16) 49%	(54) 72%	(19) 55%	(+12) +16%	(+3) +6%	-17
Year 2	(49) 55%	(9) 32%	(56) 70%	(16) 55%	60 75%	(19) 56%	(+11) +20%	(+10) +21%	-19
Year 3	(50) 57%	(16) 48%	(54) 61%	(14) 44%	(58) 67%	(14) 44%	(+8) +10%	(-2) -4%	-23
Year 4	(42) 50%	(12) 38%	(49) 59%	(13) 42%	(58) 68%	(18) 56%	(+16) +18%	(+6) +18%	-12
Year 5	(62) 75%	(27) 68%	(66) 80%	(27) 69%	(69) 84%	(29) 74%	(+7) +9%	(+2) +6%	-10
Year 6	(61) 75%	(17) 50%	(68) 84%	(23) 68%	(69) 84%	(25) 69%	(+8) +9%	(+8) +19%	-15

Writing – At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of whole cohort across year	Progress of PP across year	Gap +/- compared to all children
Nursery	(13) 22%	0	(29) 46%	(3) 34%	(30) 47%	(3) 34%	(+17) +25%	(+3) +34%	-13
Reception	(45) 59%	(9) 40%	(44) 61%	(8) 47%	(57) 80%	(10) 62%	(+12) +21%	(+1) +3%	-18
Year 1	(35) 47%	(13) 39%	(40) 53%	(15) 47%	(47) 63%	(14) 49%	(+7) +16%	(+1) +10%	-14
Year 2	(42) 45%	(9) 30%	(50) 62%	(14) 48%	(57) 71%	(16) 50%	(+15) +26%	(+7) +20%	-21
Year 3	(40) 46%	(9) 27%	(47) 53%	(12) 35%	(53) 61%	(15) 47%	(+13) +15%	(+6) +20%	-14

Year 4	(41) 49%	(13) 41%	(44) 53%	(13) 42%	(55) 64%	(16) 50%	(+14) +15%	(+3) +9%	-14
Year 5	(52) 63%	(19) 48%	(57) 70%	(23) 59%	(62) 76%	(27) 69%	(+10) +13%	(+8) +21%	-7
Year 6	(57) 70%	(15) 43%	(63) 78%	(21) 62%	(67) 82%	(24) 66%	(+10) +12%	(+9) +23%	-16

Mathematics – At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of whole cohort across year	Progress of PP across year	Gap +/- compared to all children
Nursery	(16) 27%	0	(25) 40%	(4) 45%	(25) 40%	(3) 34%	(+9) +13%	(3) +13%	-6
Reception	(46) 60%	(9) 43%	(43) 59%	(7) 40%	(58) 81%	(10) 62%	(+12) +21%	(+1) +19%	-19
Year 1	(41) 54%	(15) 46%	(43) 59%	(16) 50%	(51) 68%	(22) 67%	(+10) +14%	(+7) +21%	-1
Year 2	(52) 59%	(10) 40%	(56) 70%	(18) 62%	(64) 80%	(19) 59%	(+12) +21%	(+9) +19%	-21
Year 3	(57) 50%	(13) 39%	(53) 60%	(12) 41%	(59) 68%	(14) 43%	(+2) +18%	(+1) +4%	-25
Year 4	(43) 51%	(16) 50%	(50) 60%	(18) 58%	(60) 71%	(19) 60%	(+13) +20%	(+3) +10%	-11
Year 5	(52) 63%	(24) 60%	(57) 70%	(23) 58%	(65) 79%	(27) 69%	(+13) +16%	(+3) +9%	-10
Year 6	(60) 74%	(15) 44%	(66) 81%	(21) 62 %	(70) 88%	(26) 72%	(+10) +14%	(+11) +28	-16



Appendix 3:

EYFS (End of Reception) 2017 – 2018 data

Subject	Percentage of pupils achieving the EXPECTED standard	
	School (71 children)	Pupil Premium (16 children)
Reading	(60 children) 85%	(11 children) 69%
Writing	(57 children) 80%	(10 children) 62%
Maths / Number	(58 children) 81%	(10 children) 62%
GLD (Good level of development)	(56 children) 79%	(10 children) 62%

Appendix 4 - Enrichment opportunities 2017- 2018

Autumn term 2017

Mersey travel assembly- Y1/Y2 (re: travelling/transport around the city)

Storybarn sessions- The Reader @ Calderstone's Park

Y1 Autumnal walk around Old Swan

Gardening project in Joseph Lappin (selected group of children across school)

Arts and Creative Week – Liverpool theme, creative and music parent/child workshops

Firefighter visit to EYFS and KS1

Shenigans group visit (session's delivered for Y5/Y6)

Sugar workshop for families

NSPCC assembly (Infant and Juniors)

Y5 Able Maths sessions

Cafod Assembly (Infants and juniors)

Superhero performance- Friendship focus

Y6 retreat

Book bus visit- each class visited the bus to read

Bully Buster Workshop- KS1/KS2

Choral group visits- care homes, B and Q

Nursery Sure Start- music and story sessions

Cookery demonstrations- KS1/KS2/EYFS (Absolute Catering)

Advent service @ Cathedral Y2 and Y6

Aladdin Pantomime (all year groups)

Nursery Sure Start Christmas Story sessions

Enrichment opportunities Spring term 2018

Bike Ability groups sessions

Crucial Crew- Y6 workshops/assembly

Year group visits/masses in church planned during Lent

MD dance workshops- Reception to Year 6

CSI week- visits from police

Enrichment at St. Vincent's for group of Y6 children

Duckling hatching project in Nursery

Professor Fluffy- Y5 Science focus

Group of Councillors to Phoenix Primary- Assembly re: caring for the environment

Safer Internet Assembly for Reception to Y6

Gardening project- EYFS outdoor area

World Book Day- story telling day

Y3 Philharmonic trip

Schools Parliament visit

Y5 Lord of the Flies play (Broughton Hall)

Time capsule event (buried in school building foundations)

Autism Awareness week- lessons taught in each class using web resources

Everton in community- Football Fridays at regular opportunities during the rest of the year.

Enrichment opportunities Summer Term

Mad Science assemblies

Choir Festival – St. Margaret Marys church

Story barn sessions continued

Liverpool Museum visit- Year 1

Y6 Colomendy residential visit

Science assemblies - Derek Stanley LA

IM Marsh trips for Reception to Year 6

Sports and Health week events

Y6 Terracotta Army (Liverpool Museum visit)

ISING Festival (choir)

Road Safety Assemblies (Reception to Y3) Stop parking outside schools

Y5 and Y6 Taster days

During the year – Bought –in services

Swimming- Y2, Y3, Y5 with top up for some Y6

Music – Mrs Hardwick delivers sessions to all year groups during the year (rota)

Wider opps- Y3

Spanish- Y4, Y5, Y6- Mrs Maloney, Mrs Black Y3/Y2 PE- gymnastics and dance sessions to all year groups during the year (rota)

Joseph Lappin- Sports sessions to all year groups during the year (rota)

Cookery- each year group has a four week slot during the year (one hour per week)

Themed lunches related to a variety of topics- Chinese New Year, Bonfire, Spanish, Healthy taster tables