



ST RAPHAEL'S CATHOLIC PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2017 18

Background

Pupil Premium funding is allocated to schools for any pupil who has qualified for free school meals in the past 6 years. The government uses Pupil Premium as a mechanism for measuring disadvantage. The school also receives pupil premium funding for children who are looked after or adopted and for service family pupils. St Raphael's Catholic Primary received £59,400.00 in the 2016-2017 budget and we are budgeting for a similar amount in 2017 18.

Principles

At St Raphael's Catholic Primary School it is recognised that securing high levels of attainment and good rates of progress is the best way of steering our pupils towards a future free of deprivation. As a school, we dedicate a significant proportion of our pupil premium allocation directly into ensuring all pupils receive high quality teaching and learning. We recognise that many children and their families may require additional support to overcome any barriers that they face. Therefore, some of our Pupil Premium resource is spent on providing support in those areas. We also ensure that all staff who work with the children are aware of who all of the PP children are and their needs. The school carefully tracks impact on attendance, behaviour and emotional well-being but ultimately it is anticipated that the impact on pupils will be shown in academic achievement. We also support with enrichment activities to ensure fair access to life chances. In saying this, before making any decisions on enrichment we take a number of factors into account and parents do not have an entitlement to access enrichment on demand through the PP funding. We are aware that the primary basis of Pupil Premium Funding is for increased attainment and this factor takes precedence over everything else.

Overall Strategy

We have considered strategically the areas of need specific to the children at St Raphael's Catholic Primary and focusing our support in answering the following questions:

- A. **Who are our PP children and are they in school?**
- B. **Are they ready to learn?**
- C. **Are they learning and making progress?**
- D. **Are their lives enriched?**

Budgeting

When addressing spending, at St Raphael's we have a responsibility for data protection. We have a duty to not disclose, or indicate, personal information outside the organisation's procedures. An itemised summary of allocation of costs is given to the GB. Local Authority and Inspectors, and is available on request through the Freedom of Information Act. The nature of the Pupil Premium funding is that schools get different amounts each year and also in year, and therefore we work on a principle of approximately 80% of costs going towards staffing, with 20% going to resources A breakdown of the spending is including in the Data Impact Report at the end of the year.

Barriers on Entry to School

St Raphael's Catholic Primary has identified the following barriers to learning for most disadvantaged children on entry to school:

- Self-help and independence skills are below expected stages of development
- Speech and language is below expected stages of development
- The ability to make relationships and to manage feelings and behaviour is below expected stages of development.

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Barriers Identified for 2017 18 Cohort

After carefully analysing the data for 2017 the following areas are those which require special attention in the coming academic year:

- Writing with a particular emphasis on application of skills
- Disadvantaged children in EYFS and current Year 1
- Maintaining the standard of attainment and progress through all key groups with specific reference to Year 5 and EYFS.

REF	Area of Spend	Detail of Spend	Rationale and Implications For St Raphael's
i.	Dedicated planning time to identify children and families in need of support (Strategy Aim A)	In liaison with the Inclusion Manager, school administration and finance team, the school actively targets families and children who may be entitled to Pupil Premium funding and advises them/ supports them in the application process. In this coming year we will focus more on ensuring engagement and accountability of parents with specific reference to attendance.	<ul style="list-style-type: none"> • At St Raphael's we recognise the families may feel struggle to recognise that they need support and see this as 'charity'. • It is important to bring positive relationships so that all children receive their rightful and just allocation.
ii.	Dedicated attendance time to implement strategies to promote attendance (Strategy Aim A)	Time set aside daily and weekly to check attendance and challenge/ support families in maintaining good attendance in school.	<ul style="list-style-type: none"> • At St Raphael's we recognise the positive impact of attendance on attainment and progress and that disadvantaged families will be especially vulnerable to poor/persistent absence and lateness. • We recognise the balance needed between supporting and challenging families who have difficulty coping. • The impact is measured by attendance data.
iii.	Employment of an Inclusion / Family Liaison Manager (Strategy Aim A & B)	<p>The Inclusion Manager supports children, who due to external factors, struggle to access the curriculum/present challenging behaviours.</p> <p>They attend multi agency meetings for children in need and supports the families in those meetings.</p> <p>They meet with parents regularly so that barriers at home are tackled as soon as needed</p>	<ul style="list-style-type: none"> • At St Raphael's we recognise that although there are many similar symptoms of low attainment and progress of children, we understand the underlying causes can be many and complex. • Therefore this key member of staff works with families to identify their individual area of need (e.g. debt, behaviour management, housing) and targeted bespoke support for them. • The impact of this is ascertained from case studies and ongoing dialogue with the member of staff.
iv.	Subsidising breakfast club (Strategy Aim A & B)	<p>The breakfast club subsidy allows all pupils to access the club.</p> <p>Some pupils are targeted and given free places to support families that struggle to get children to school on time and ready to learn.</p>	<ul style="list-style-type: none"> • Attendance at breakfast club enables and increases learning by ensuring that children are fed and that they have a positive start to the day. • Attendance supports social development. • The impact is measured through attendance data and through attainment data.

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v.	Training (Strategy Aim C)	Each academic year, training for both teachers and teaching assistants is planned strategically around the focus of the school development plan. In many cases training is shared with cluster schools to lower the cost (eg, Anthony Reddy Maths Training)	<ul style="list-style-type: none"> • Research shows (EEF) that investment in professional development which directly impacts on classroom practice is one of the most effective ways of raising attainment in a school. • At St Raphael's we employ additional staff to give us capacity to develop internal coaching and this is to empower all staff to be in charge of their own training, while efficiently ensuring that they are in first contact with children as much as possible. • Impact of this is measured by attainment, progress and the appraisal process.
vi.	Additional teacher in Year 6 (0.2) (Strategy Aim C)	Employment of a part time teacher to enable small group and focus teaching to take place across Year 6 to support pupils in making accelerated progress and to meet or exceed national attainment expectations	<ul style="list-style-type: none"> • Research shows that small group tuition impacts positively on learning. • Pupils are identified at pupil progress meetings and through in year assessment. • Impact is measured through ongoing teacher assessment and through national testing
vii.	Intervention Strategies (Strategy Aim B& C)	Pupils receive specialised individual and small group sessions based on assessment needs. This incorporates school, and particularly the TA's, utilising the 'hotspot' model of intervention. This also involves morning (8.30) booster clubs (e.g. Lexia and Number Gym) which reinforce key skills and ensures that the children are in school. Additional whole school interventions, e.g. maths, always incorporate PP children.	<ul style="list-style-type: none"> • Research shows that immediate intervention and redirection in learning (e.g. by hotspots) has a big impact on children's progress • Research shows that small group tuition, if monitored correctly, impacts positively on learning. However if not of quality, it can have a negative impact. • Therefore school utilises the 'hotspot' model, which involves a quick impact, with children in class as much as possible. • Pupils are identified at pupil progress meetings and through in year assessment. • Impact is measured through ongoing teacher assessment and through national testing
viii.	Develop teaching within EYFS (Strategy Aim B& C)	From analysis of last year's data we can see that the biggest gap was in EYFS and therefore we need to see how we can narrow this gap. In saying this it must be noted that the group of children was statistically small (6 children). It is clear from the end of 2017 Y6 results that the children have diminished the gap with children nationally; however early intervention may lead to this being accelerated further.	<ul style="list-style-type: none"> • Use of FS consultant to look at ways we can enhance this provision, similar to the project on boys attainment on FS which saw a reduction of the gap by 25% last year for boys/ girls. • In addition keep a close monitoring eye on the disadvantaged children in Year 1 who were the group of children who had the widest gap for starting points at the start of the year.

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ix.	Monitoring and Training of TAs. (Strategy Aim C)	School undertakes regular monitoring and coaching of TAs to ensure that the work they do is of increasing quality.	<ul style="list-style-type: none"> • Sutton Trust Research shows that, on average, teaching assistants have a small positive impact on learning, but it highlights that for some children, particularly those from low-income families, working with a teaching assistant was actually associated with a negative impact on learning. • Therefore St Raphael's monitor this work closely and actively coach TA to be as well skilled as possible. • Pupils are identified at pupil progress meetings and through in year assessment. • Impact is measured through ongoing teacher assessment and through national testing
x.	Support with work, homework and homework strategy. (Strategy Aim B & C)	<p>St Raphael's has a consistent homework strategy that involves the purchase of high quality resources which hone key skills (reading, maths and grammar). School supports disadvantaged children by running two homework clubs (one for older and one for younger). We utilise TA resources to support the homework and monitor this, so that children are challenged and supported at the earliest opportunity so that children get into good habits. This in turn releases teachers from this so they can concentrate on high quality first teaching. The amount of homework completed each week is consistent and increases as the children get older. In addition we run a club aimed solely at PP children that reinforce key skills through homework computer clubs.</p>	<ul style="list-style-type: none"> • Various studies show that homework can have both a positive and negative effect on pupils learning (Kohn 2006; Trautwein and Koller 2003). • Older students benefit more from homework than younger students. (Cooper 1989; Hoover-Dempsey et al. 2001; Leone and Richards 1989; Muhlenbruck et al. 2000) • Students from low-income homes may not benefit as much from homework as those from higher-income homes. (McDermott, Goldmen and Varenne 1984; Scott-Jones 1984). • Homework may have nonacademic benefits, which include learning the importance of responsibility, managing time, developing study habits, and staying with a task until it is completed (Cooper, Robinson and Patal 2006; Corno and Xu 2004; Johnson and Pontius 1989; Warton 2001). • Too much homework may diminish its effectiveness. When students spend more time than this on homework, the positive relationship with student achievement diminishes (Cooper, Robinson, and Patal 2006). • After-school programs that provide homework assistance may improve student behaviour, motivation, and work habits but not necessarily academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al). • We have a weekly homework session on the same night homework is given out. • PP children are targeted • Pupils are identified at pupil progress meetings and through in year assessment. • Impact is measured through ongoing teacher assessment and through national testing
xi.	Employment of additional teaching assistants (Strategy Aim B & C)	<p>The employment of additional teaching assistants allows the following activities to take place:</p> <ul style="list-style-type: none"> • Smaller groups for the teaching of phonics • Small group interventions and hotspots across the school • Homework club for pupils 	<ul style="list-style-type: none"> • See v./vii./viii./ix.

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x.	Music teacher subsidy (Strategy Aim D)	To give all pupils the opportunity to receive high quality music teaching and instrument tuition and to foster a love of the arts. All pupils in KS1 & 2 have a weekly music lesson from a music teacher. All pupils have the opportunity to learn an instrument.	<ul style="list-style-type: none"> • Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.
xi.	Subsidising trips and visits (Strategy Aim D)	There is a residential trip which is heavily subsidised to allow affordability and equal access to the children who are disadvantaged. The school subsidises all school day visits during the year.	<ul style="list-style-type: none"> • Residential and day visits help to engage pupils in their learning. • They help children to build relationships. This enables the development of confidence and resilience as well as widening understanding of the world.
xii.	Play provision (Strategy Aim B & D)	At St Raphael's we have invested heavily in lunchtime to ensure that they are a positive, healthy and social experience. This has employed investing TA time in this area. We have a number of pupil led lunchtime clubs (e.g. reading) that aim to support PP children.	<ul style="list-style-type: none"> • We believe a positive lunchtime and play experience results in self-disciplined and calm children who can access and apply their learning in the afternoon. • Research shows that families from low economic backgrounds have poorer health and therefore we actively looking to tackle this aspect. • This in turn increases all pupils' self-esteem and confidence. • We also believe that this is a time that the children actively learn skills that are transferable into their classroom learning, e.g. chess clubs and reading clubs
xiii.	PE development (Strategy Aim B & D)	At St Raphael's we are investing in high quality PE provision which involves training teachers (see v.) and enabling children opportunities to be involved in local clubs and in school clubs.	<ul style="list-style-type: none"> • The PE coach supports structured games during a Wednesday lunchtime. • We offer a range of after school sporting activities, including taking part in competitions. • The PE coach also teaches some lessons with a focus on team work and resilience. • We have developed a pupil led sports festival over the previous years.
xiv.	Chess Teaching (Strategy Aim C & D)	St Raphael's has a long tradition of chess in school. We believe that timetabled sessions and the subsequent after school and lunchtime clubs, promotes learning and subsequently achievement.	<ul style="list-style-type: none"> • Research shows, there is a strong correlation between learning to play chess and academic achievement, especially in Year 3 and 4. Chess involves children thinking about a wide range of skills - quadrants and coordinates, thinking strategically and foreseeing consequences. It's about lines and angles, weighing options and making decisions. Therefore this enables children to take responsibility and develop socially. The consequence including improvements in maths, spatial analysis, and non-verbal reasoning ability.

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