

Pupil premium strategy statement

St George's Catholic Primary School, Enfield



1. Summary information					
School	St George's Catholic Primary School				
Academic Year	2016.17	Total PP budget	£77400	Date of most recent PP Review	July 16
Total number of pupils	650	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Feb 17

2. Current attainment		
	Pupils eligible for PP (St George's)	Pupils not eligible for PP (national average)
% achieving NE or above in reading, writing & maths	56%	70% school, 53% Nat
progress in reading	7.89	2.75 Nat
progress in writing	5.11	4.72 Nat
progress in maths	3.78	1.25 Nat

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	low EYFS outcomes
B.	low key stage 1 scores
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Some lack of parental engagement/ support
D.	Lack of opportunity for musical/ sport participation due to financial restrictions

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Attainment for pupil premium pupils in line with national average for all pupils by end of key stage 2	PP attainment R,W+M= 70% expected level
B.	More able pupil premium pupils reach their potential academically and personally	High level R=19%, W=15%,M=17%
C.	Year 1 phonics scores to improve for PP children	90% PP meet phonic standard

5. Planned expenditure					
Academic year	2016.17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy outcomes for pupils in year 6	Reduced year 6 group sizes for English	Ofsted report (p4/ p10*) highlighted advantages of small group tuition Classes organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential.	Groups taught by well-qualified, experienced teachers	Mrs McInnes	July 2017
Improve maths outcomes for pupils in year 6	Reduced year 6 group sizes for Maths			Mr Archer	July 2017
Improve literacy outcomes for pupils in year 5	Reduced year 5 group sizes for English			Mrs Cunningham	June 2017
Improve maths outcomes for pupils in year 5	Reduced year 5 group sizes for Maths			Mr Archer	June 2017
				Total budgeted cost	£10000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve outcomes in English and maths for PP pupils in year 5	One to one strategy (children receive support from their class teacher, released by qualified teacher)	Class teacher is best placed to identify barriers to learning and has most to gain from getting to know pupils on a one to one basis when planning future learning (Ofsted report p11*) Ofsted report (p4*) illustrates how reduced numbers and individual tuition can benefit underachieving pupils. Some of this time will be dedicated to feedback (previous work) and pre-teaching (planned work). (Sutton Trust research – high impact)	Clear timetabling which can be flexible depending on need	Mrs Angland/ Miss Fisher	April 2017
Improve outcomes in English and maths for PP pupils in year 3	Mentoring (from qualified teacher)	Pupils in year 3 receive mentoring support and advice from qualified teacher. Research (Sutton Trust) has shown that withdrawing children for instruction has limited effect. The emphasis will therefore be on 'mentoring', securing previous learning and setting targets.	Mentoring provided by qualified teacher.	Mrs Fearnley	April 2017
Improve reading in year 2	Reading recovery programme	Intensive individual programme providing reading lessons in addition to class lessons. Provide these in year 2 rather than 'catch up' lessons in key stage 2 (Ofsted report p9*)	Provided by qualified teacher. Previous success of programme.	Mrs O'Flaherty	June 2017
Improve reading in year 2 and 6	Beanstalk Reading	Individual reading programme for specific children	Use of charity known for effective practice.	Mrs Burke	July 2017

Improve numeracy in year 2	Numbers count	Intensive individual programme providing number lessons in addition to class lessons	Provided by qualified teacher. Previous success of programme.	Mrs Andrews	June 2017
	Resources		Ensure value for money, observe resources in use	Mrs Jones-Owen	June 2017
Total budgeted cost					£35000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure PP children have access to all extracurricular opportunities and to enable them to reach their potential as members of society	Fund musical tuition	Ofsted report p4*	Admin staff implement monitored by PO	Mrs Parente	July 2017
	Fund significant educational visits	Ofsted report p4*		Mrs Moloney	July 2017
	PP children benefit from wrap around care if required			Mrs Moloney	July 2017
Total budgeted cost					£5000

6. Review of expenditure				
Previous Academic Year		2015.16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise attainment of pupil premium children	Reduce class sizes for year 6	Despite pupil premium children not matching the attainment of their peers, their progress was exceptional (see 'current attainment' above) Very high cost	Continue to reduce class sizes and ensure expenditure is divided fairly in relation to the number of eligible pupils. In this way pupil premium income will not fund the whole cost of an additional teacher, but costs will be divided proportionately.	£33522
	Reduce class sizes in year 5		See above	£13164 £15578
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve reading in year 2	Reading recovery programme	Intensive individual programme providing reading lessons in addition to class lessons. Provide these in year 2 rather than 'catch up' lessons in key stage 2 (Ofsted report p9*)	Provided by qualified teacher. Previous success of programme.	

Improve numeracy in year 2	Numbers count	Intensive individual programme providing number lessons in addition to class lessons. All children made progress in excess of expected progress (see 'group data' in pupil premium file) Average time on programme 9.4 months Average improvement 1.5 years	Provided by qualified teacher. Previous success of programme.	£26570
----------------------------	---------------	--	---	--------

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable all PP children to reach their potential as members of society	All pupil premium children to access musical tuition if desired	7 children benefitted from this strategy	Can continue as low cost	£504
	All PP children benefit from educational visits	All PP children able to take part in residential visits (years 5 and 6) (10)		£5000
	PP children benefit from wrap around care if required			£4263

7. Additional detail

* The Pupil Premium - Analysis and challenge tools for schools (Ofsted Report Jan 13)

Attainment and progress of pupil premium children July 2016

Reading	BNE	NE	ANE
year 6			
year 5	1	2	1
year 4	4	6	3
year 3	1	3	2
year 2	1	7	
year 1	2	4	1
	9	22	7
	24%	58%	18%

Reading Progress

relative to ks1 performance

not on track	5	24%
on track	16	76%
accelerated progress		

ANE = Above National Expectation
NE = at National Expectation
BNE = Below National Expectation

Mathematics	BNE	NE	ANE
year 6			
year 5	1	3	
year 4	3	9	1
year 3	1	3	2
year 2	3	3	2
year 1	3	4	
	11	22	5
	29%	58%	11%

maths progress

relative to ks1 performance

not on track	4	19%
on track	15	71%
accelerated progress	2	10%