



Our Lady Queen of Peace RCVA Primary Pupil Premium Strategy Statement 2016-17

Summary information				
Year group	Number of pupils eligible September 2016			% of pupils eligible September 2016
	FSM	LAC	Military	
Reception	1	1	1	6.7
1	2	1		6.7
2	3			6.7
3		1		2.1
4	3			10.0
5		1		3.3
6	2		1	13.3
Whole school	11	4	2	6.2
Pupil Premium Budget 2016-17	£18,620 actual (£22,720 eligible amount based on current numbers)			
Last Review	July 2016			
Next Review	January 2017			

Current attainment		
	<i>Pupils eligible for PP (3 children)</i>	<i>Pupils not eligible for PP (30 children)</i>
% achieving expected standard or above in reading, writing and maths	66.7	86.7
% making at least expected progress in reading	100	93.3
% making at least expected in writing	100	90.0
% making at least expected progress in maths	66.7	90.0

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
Early language development	
Early reading development	
Social development	
Progress in mathematics	
External barriers	
Parental engagement	
Engagement in extracurricular activities	
Desired outcomes	Success criteria
Pupils eligible for PP make as good progress as others and attain as well as other children	Results and progress are consistent across all groups in all year groups
Pupils eligible for PP access full co-curricular opportunities	Children attend after-school clubs, external visits, sporting events, school trips, music lessons
Language and social skills ensure all children engage well in all lessons	Behaviour is exemplary Children communicate verbally with confidence and accuracy
Parents support their child's learning both in school and at home	Attendance at parents' events. Homework is completed well. Children have good attendance at school and additional events.

Planned expenditure	Academic year 2016-17
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Quality of teaching for all					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching-staff development	DCSF guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil voice, data analysis, performance management	BROD	Termly
	Effective Feedback (Action research with Trinitas partners.)	Sutton Trust (+8 months impact)	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of summative data each half term	Analysis to inform targeted support	Progress measures	BROD and staff	Half-termly
	Meta cognition training for staff	Sutton Trust (+8 months impact)	Observation, work scrutiny, pupil voice, data analysis	SLT	June 2017
	Collaborative learning	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	SLT	Termly
	Implementation of in-depth logic and reasoning into mathematics lessons (EEF action research project in Y2)	EEF research	Observation, work scrutiny, pupil voice, data analysis, planning	KS1 Lead and staff	Termly
	Peer tutoring	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	BROD	Termly
Total budgeted cost				£8,000	

Targeted support					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Language and social skills ensure all children engage well in all lessons	Early Years intervention to support early social development and early reading and mathematical skills	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson	NCTEM research	Observation, work scrutiny, pupil voice, data analysis, planning	EM	Termly
	Small group tuition in phonics and mathematics	Sutton Trust (+4 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	GA	Half termly
	Intervention programmes: 1stClass@Number 1stClass@Writing 5 Minute Box	Edge Hill University Research Inclusion research	Observation, work scrutiny, pupil voice, data analysis, planning	Class teachers and subject leads	Half termly
Total budgeted cost				£12,000	

Other approaches					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments. Financial support for Breakfast Club Investment in IT resources	Inclusion of all children	Participation numbers	BROD	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children	Liaison with partner professionals: Early Bird training Early engagement with EP, virtual school heads, social workers, carers, MASH	Early identification and intervention	Involvement in training, PEP, TAC etc meetings Observation, work scrutiny, pupil voice, data analysis, planning	BROD RF	Half termly and as required
Parents support their child's learning both in school and at home	Super Learning Days Parent mentoring sessions with HT Effective homework	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning		June 2017
Total budgeted cost				£6,000	

i. Quality of teaching for all				
Desired outcome	Action	Estimated impact	Lessons learned	Cost
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching Effective feedback Peer tutoring Data analysis	Staff had greater focus on monitoring groups which result in more consistent and equitable progress for all. Opportunities and expectations that all children could work at greater depth improved the outcomes for many.	Children eligible for PP in Y5 made less good progress and this is a focus for staff development	£3,000
ii. Targeted support				
Desired outcome	Action	Estimated impact	Lessons learned	Cost
Pupils eligible for PP make as good progress as others and attain as well as other children	Early intervention Intervention programmes	Earlier identification of issues lead to sharper focussed intervention. This meant that potential gaps were addressed early.	Personalised programmes with rigour are better for targeted support.	£10,000
	Small group tuition	Well-paced provision for small groups, alongside first wave teaching, meant that individuals progressed well.	Ensure all children have quality first wave teaching-this is a focus for next year	£5,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost

Pupils eligible for PP access full co-curricular opportunities	Financial support for visits, special projects, sporting activities, Breakfast Club etc	No child missed out on additional opportunities as a result of costs incurred	This will continue	£2,000
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