



Pupil Premium Impact Plan 2017/2018

Pupil Premium Profile 2017-18	
Number of pupils on roll:	208
Number of eligible pupils:	118 (PREDICTED - awaiting January Census data) 57%
Amount per pupil:	£1320 per pupil (R-y6) £302.10 (per nursery child)
Total pupil premium budget:	£155,760 (PREDICTED - awaiting January Census data)

In school barriers to learning
Low prior attainment on entry to school, in particular in the prime areas of learning of PSED, CL and PD Limited social skills - low resilience and confidence

External barriers to learning
Low attendance Limited enrichment opportunities out of school

Desired outcomes
<ul style="list-style-type: none"> • Increase the percentage of children exceeding EOY age related expectations in all year groups to 14%. Audit the current provision for mastery in core subjects in all year groups • Development of an engaging, broad and rigorous curriculum to promote resilience, interest and enjoyment in learning so that pupil voice has more impact in the development of the new curriculum. Pupil voice shows 85% enjoy their learning. • Increase progress and attainment of disadvantaged pupils across the school particularly in relation to prior attainment groups. • Continue to diminish the difference between pupil groups within the school

Main Barrier to Educational Achievement	Approach	Intended Outcomes and Brief Summary	Cost (Approximate)	Monitoring and Review of Impact
Low prior attainment in communication and language	SALT Urley principles in EYs Stay and Play	Accelerated attainment and progress of disadvantaged groups across school. Accelerated progress of early years pupils across all areas of communication and language including grammar and narrative language.	£4500	Half termly pupil progress Troll assessments Learning walks Provision map termly updates
Review:				
Low prior attainment in literacy	RWI Literacy and Language Fresh Start Year 6 Guided reading support Masterclasses for staff Writing boosters for y5 and 6 EP support	Accelerated attainment and progress of disadvantaged groups across school. Accelerated progress of Year 5 and 6 pupils	£1500 Boosters £8250 KS2 TA led interventions £800 Leaders CPD £6000 RWI/Lit Lang CPD £21,500 RWI lead EP £5175	Half termly pupil progress Learning walks Provision map termly updates Benhmarking
Review:				
Low prior attainment in maths	Maths no problem Maths interventions Maths booster class EP support	Accelerated attainment and progress of disadvantaged groups across school. Accelerated progress of Year 5 and 6 pupils	£1500 boosters £8250 KS2 TA led boosters £800 leaders CPD EP £5279	Half termly pupil progress Learning walks Provision map termly updates
Review:				
Low prior attainment in PSED	Forest School Caritas Behaviour consultant EP support	Increased levels of well being and involvement Increased self esteem and self confidence.	Forest school £3825 Caritas £9900 Behaviour consultant £3300 EP £5279	Half termly pupil progress Learning walks Provision map termly updates
Review:				

Low self esteem/ self confidence	Caritas Behaviour consultant	Continue to sign post families through Early Help. Provide opportunities for children to access group, one to one and family work through Caritas Increased levels of well being and involvement Increased self esteem and self confidence. Parents accessing training and employment	Caritas £9900 Behaviour consultant £3300	Caritas STAR Well being and involvement scales Pupil voice Multi agency review meetings
Review:				
Low attendance	Targeted support for pupils with low attendance /PA pupils	Well being and engagement improved due to increased attendance. Improvements in progress rates due to increased attendance.	Breakfast club/ afterschool club incentive £20k + £2.5k for disadvantaged to attend for free £1000	Attendance reviews Pupil progress Pupil voice
Review:				
Enrichment opportunities	Educational visits and trips Music opportunities in school	To increase children's experiences and opportunities. To create inspiration for learning back in school.	£30k transport, insurance and trips subsidised. £11600 Music	Subject leader actions plans and reviews Pupil voice
Review:				



Loving minds ♥ hearts ♥ hands.

St. Ambrose RC Primary School

Pupil Premium Autumn 2017 Review

Academic Outcomes Committee In Year Data Reporting 2017/18

The data used within this pack is collated at the end of each term. At St. Ambrose the assessment cycle is as follows:

Autumn 1 (Sept-Oct)	Autumn 2 (Nov-Dec)	Spring 1 (Jan-Feb)	Spring 2 (Feb-Mar)	Summer 1 (Apr-May)	Summer 2 (Jun-Jul)
<ul style="list-style-type: none"> • Targets set at the start of the year • Autumn 1 assessment completed at the end of the half term • QA process for EOY data • Class context sheets updated by class teachers 	<ul style="list-style-type: none"> • Assessments take place 2/3 weeks prior to end of term • Class context sheets updated by class teachers • PPM take place with HT, DHT, PL and SEND Coordinator 	<ul style="list-style-type: none"> • Class context sheets updated • QA process for EOT data and projections for EOY 	<ul style="list-style-type: none"> • Assessments take place 2/3 weeks prior to end of term • PPM take place last week with PL • Class context sheets updated. 	<ul style="list-style-type: none"> • KS1 and KS2 SATs • EOY Assessments completed at the end of the half term. • AOC meeting • QA process for EOT data and on track for EOY projections • Class context sheets updated. 	<ul style="list-style-type: none"> • Results analysed from the KS1 and Ks2 SATS • Targets identified for new academic year • Class context sheets updated.

Key assessment data for the core areas of the curriculum is recorded at three points in the year in line with the schools expectations. A combination of formal testing, on-going assessments and professional judgements are used. These are validated through in-school, cross-school and cluster moderation.

Pupil's attainment, against Age Related Expectations, and their progress are recorded. Expected progress is considered to be 1 tracking point per term; 3 tracking points across the year. However to help diminish the difference for some pupils, against their peers nationally, it is required that they make better than expected progress across the year. Age related expectations are tabled below.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	30-50 low	40-60 low	Y1 Beginning +	Y2 Beginning +	Y3 Beginning +	Y4 Beginning +	Y5 Beginning +	Y6 Beginning +
Spring 2	30-50 mid	40-60 mid	Y1 Developing+	Y2 Developing+	Y3 Developing+	Y4 Developing+	Y5 Developing+	Y6 Developing+
Summer 2	30-50 high	ELG met (TP9)	Y1 Expected	Y2 Expected	Y2 Expected	Y4 Expected	Y5 Expected	Y6 Expected

Glossary of terms used

All	PP	Non PP	↑	↓	↑↑	↓↓	=			
Whole Class	Pupil premium	Non pupil premium	% is above the class %	% is below the class %	% is significantly above the class %	% is significantly above the class %	% is in line with the class %			

KS1 Pupil Premium

YEAR 1 context			
	All	PP	Non PP
No	18	12	9
%	100	57%	43%

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y1	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE +	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	71.4%	23.8%	66.7%	9.5%	66.7%	9.5%	62%	4.75%	94%	39%	94%	22%	89%	11%	
PP(12)	67%=	25%=	58%↓	17%↑	67%=	17%↑	58%=	8%=	92%	25%	92%	17%	100%	17%	
Non PP(9)	78%↑	22%=	78%↑	0%↓	67%=	0%↓	67%=	0%↓	100%	22%	100%	0%	100%	0%	

YEAR 2 context			
	All	PP	Non PP
No	23	14	9
%	100%	61%	39%

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y2	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	65.2%	17.4%	69.6%	13%	74%	17.4%	54%	4%	67%	0%	76%	0%	95%	0%	
PP(14)	64%=	21%↑	71%=	7%↓	86%↑	14%=	57%=	7%=	57%	0%	64%	0%	100%	0%	
Non PP(9)	67%=	11%↓	67%=	22%↑	55%↓	22%=	55%=	16%=	75%	0%	88%	0%	88%	0%	

LKS2 Pupil Premium

YEAR 3 context															
	All					PP					Non PP				
No	23					17					6				
%	100					74%					26%				
% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y3	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	70%	9%	70%	9%	65%	13%	63%	4%	86.4%	0%	82%	0%	82%	0%	
PP(17)	71%=	12%=	71%=	6%=	59%↓	6%↓	59%↓	0%↓	82%	0%	87.5%	0%	59%	0%	
Non PP(6)	67%=	0%↓	83%↑	16%=	83%↑	33%↑	50%↓	17%=	83%	0%	100%	0%	100%	0%	

YEAR 4 context															
	All					PP					Non PP				
No	30					17					13				
%	100					57%					43%				
% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y4	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL (31)	80%	17%	67%	3.3%	80%	10%	63%	3.3%	77.8%	11.1%	63%	0%	78%	7.4%	
PP (17)	88%↑	18%=	71%↑	0%↓	88%↑	6%↓	67%↑	0%↓	71%	14%	64%	0%	79%	0%	
Non PP (13)	70%↓	15%=	62%↓	8%↑	69%↓	15%↑	54%↓	8%↑	62%	7%	62%	0%	77%	15%	

UKS2 Pupil Premium

YEAR 5 context			
	All	PP	Non PP
No	27	19	8
%	100	70%	30%

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept							
Y5	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS				
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC			
ALL (27)	74%	11%	59%	7.4%	63%	7.4%	56%	3.7%	80%	7.7%	69%	4%	77%	8%			
PP (19)	68.4%↓	10.5%=	47%↓↓	5% =	53%↓	5.3%↓	47% ↓	5.3%↑	81%	11%	77.8%	16.7%	52.6%	5.3%			
Non PP (8)	87.5%↑	12.5%=	87.5%↑↑	12.5%=	87.5%↑	12.5%↑	87.5% ↑	0%↓	87.5%	0%	87.5%	0%	87.5%	0%			

YEAR 6 context			
	All	PP	Non PP
No	31	22	9
%	100	71%	29%

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept							
Y6	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS				
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC			
ALL	71%	23%	64%	16%	68%	19.4%	58%	13%	82%	14.3%	82%	7%	75%	0%			
PP	68%↓	18%↓	59%↓	9%↓↓	73%↑	14%↓	59%=	4.5%↓	80%	20%	80%	5%	70%	0%			
Non PP	78%↑	33.3%↑	78%↑	33.3%↑↑	66.6%=	33.3%↑	56%=	33.3%↑	87.5%	0%	87.5%	0%	87.5%	0%			

Pupil Premium Summary

Attainment	Progress	Action
In Nursery Non PP outperforms PP children at PD, reading, writing, maths and GLD		Diminish the difference between PP and non PP in reading, writing and maths.
In Reception Non PP outperforms PP children at PD, reading, writing, maths and GLD.		Diminish the difference between PP and non PP in reading, writing and maths.
In Y1, non PP children outperform PP children at the expected level in reading and writing but they are in line with each other at expected for maths and combined. Non PP children outperforms PP children at exceeding in writing and maths.	Progress at the expected level in in line with each other in reading, writing and maths. A higher percentage of PP children made exceeding progress in maths and writing.	Diminish the difference at the expected level at reading and writing.
In Y2 PP children outperforms non PP at exceeding in reading and maths at the expected level. Non PP children outperform PP children at exceeding in writing.	A higher percentage of non PP children made expected progress in reading and writing but a higher percentage of PP children made expected progress in maths compared to non PP	Diminish the difference in progress in reading and writing between PP and non PP
In Y3, there are only 6 non PP children which makes them an insignificant sized group. Non PP children outperform PP children at expected and exceeding in maths.	A significantly higher percentage of non PP children made expected progress in maths.	Diminish the difference between PP and non PP in maths.
In Y4 PP outperforms non PP children are the expected standard in reading, writing, maths and combined. However, non PP outperforms PP children at exceeding in writing, maths and combined.	A greater percentage of PP children have made the expected progress and more than expected progress at reading in comparison to Non PP. Progress in writing is line with at expected and exceeding. The expected progress is in line at maths but a greater percentage of non PP have made better than expected progress.	Diminish the difference between PP and Non PP at exceeding in writing, maths and combined.
In Y5 Non PP outperforms PP at the expected level in reading, writing, maths and combined. However, PP outperform Non PP at combined exceeding. PP and non PP are in line at exceeding for reading and writing.	A greater percentage of Non PP children have made expected progress in reading, writing and maths. However, a higher percentage of PP children have made above expected progress in reading, writing and maths.	Diminish the difference at the expected level at reading, writing, maths and combined
In Y6, non PP outperforms PP in reading and writing at expected and exceeding. In maths, PP outperform non PP at the expected level at expected but Non PP outperform PP at exceeding. For the combined attainment, Non PP and PP are in line with each other but Non PP significantly outperforms PP at exceeding at combined.	A slightly higher percentage of Non PP have made expected progress in reading, writing and maths. However, a higher percentage of PP have made exceeding progress in reading and writing.	Diminish the difference between PP and Non PP at reading and writing in both expected and exceeding attainment.