

Pupil Premium grant: evaluation of our planned spending 2018 - 2019

Our vision for Pupil Premium

As our vision echoes, we are striving for our Pupil Premium children to be prepared for life and their learning. Through our vision and strategy, we aim for children to have aspiration and hope for their future and possess the skills needed for their next steps. Providing life experiences, excellent teaching, and a consistent learning journey, is at the heart of what we do at St Catherine's and we support all children to fulfil their potential. *Eliminating the achievement gap between children from a Pupil Premium (PP) background is one indicator of our success in achieving this.*

Research and experience informs us that excellent teaching and a consistent learning journey is the key to success for all of our children – including those children entitled to Pupil Premium funding. Excellent teaching includes:

- ✓ Strong subject knowledge
- ✓ Quality models for children to learn from
- ✓ Purposeful classroom environment and enabling children to be positive and resilient
- ✓ Providing good quality feedback

We also provide any additional provision for groups or individual children to ensure all they all achieve.

What are the general barriers to learning for the Pupil Premium children who attend St Catherine's?

We have identified 5 areas that are barriers for our Pupil Premium children and factors that contribute to them not yet performing as well as their non-pupil premium peers.

These are:

1. To experience a **consistent curriculum** within their learning journey at St Catherine's and high quality teaching
2. **Oracy** and language development
3. **Resources** to access all of the curriculum – including physical resources to support maths and reading resources to develop language acquisition
4. Opportunities and experiences to learn and be supported **outside the classroom and at home**
5. To be **ready** and eager to learn and understand the **value** of learning and its role in the 'big picture'

This is based on a range of information including: the knowledge of our children and families, our demographics, trends and data over time, research and whole school priorities.

The evaluation of our 2018-2019 strategy summarises the key findings and has been used as part of the 2019 – 2020 planned spending strategy.

How much is the allocation at St Catherine's for the period stated?

Total number of pupils on roll	331
Approximate % of school population who are PPG	19% (62)
Total indicative amount of PPG money allocated to our school	90,160
Total PPG money planned to be spent	90,164.20

How will we measure the impact of our Pupil Premium funding?

- Learning walks and monitoring to ensure excellent teaching
- Data analysis – including comparing pupil premium and non-pupil premium children
- Pupil, parent and staff voice
- Progress in books
- Progress against *key performance indicators* (KPIs)'s in our planned spending
- Pupil progress meetings
- Weekly focus on different year groups of pupil premium children
- Provision is adapted based on monitoring (E.G evidence of training adapting to reflect on the needs of our pupil premium children and staff)
- Training reflects the needs of the staff and children
- Governor visits challenge staff and record accountability

Our end of year attainment and spending

	2016 – 2017 (12/45)	2017 – 2018 (11/42)	2018 – 2019 (13/40)
Spending for the period	£116,896	£99,157.32	£90,160
KS2 reading: children working at expected standard	50%	55%	85%
KS2 reading: children working at above the expected standard	17%	36%	23%
KS2 progress of reading	0.9 (difference of -0.8 compared to non PP)	-0.45 (difference of -0.68 compared to non PP)	-0.7 (difference of +1.6 compared to non PP)
KS2 writing: children working at expected standard	50%	64%	85%
KS2 writing: children working at above the expected standard	25%	27%	15%
KS2 progress of writing	2.0 (difference of -1.1 compared to non PP)	1.16 (difference of -0.30 compared to non PP)	-0.3 (difference of -0.60 compared to non PP)
KS2 maths: children working at expected standard	50%	64%	77%
KS2 maths: children working at above the expected standard	8%	27%	0%
KS2 progress of maths	0.5 (difference of -0.8 compared to non PP)	0.22 (difference of -1.85 compared to non PP)	-2.9 (difference of -2.4 compared to non PP)
In a nutshell			
KS1 reading: children working at expected standard	100%	50%	50%
KS1 reading: children working at above the expected standard	20%	13%	17%
KS1 writing: children working at expected standard	60%	50%	50%
KS1 writing: children working at above the expected standard	20%	13%	17%
KS1 maths: children working at expected standard	100%	38%	50%
KS1 maths: children working at above the expected standard	20%	13%	17%
In a nutshell			
EYFS at GLD	3 PP children out of 38 0/3 achieved GLD 0% (-77% compared to non PP children)	8 PP children out of 35 5/8 achieved GLD 63% (-11% compared to non PP children)	7 PP children out of 48 4/7 achieved GLD 57% (-11% compared to non PP children)
EYFS exceeding GLD	0 children	0 children	
In a nutshell	<ul style="list-style-type: none"> • End of KS2: children achieving the expected standard of attainment has improved year on year for reading, writing and maths • End KS2: children achieving greater depth is variable with maths and writing becoming a priority for next year • End KS1: after a decline, children achieving the expected standard is stable but raising attainment is a priority • EY: children achieving GLD is sporadic and a high priority next year – including those who exceed 		
<u>Diminishing the difference</u>			
The table below compares the attainment of our Pupil Premium children to the non-pupil premium children. So if the pupil premium children did better than non-pupil premium, then a '+' symbol indicates the positive percentage difference. If non pupil premium did better than our non-pupil premium children then there is a '-' percentage figure.			
	2016 – 2017 (12/45)	2017 – 2018 (11/42)	2018 – 2019 (13/40)
KS2 reading: children working at expected standard	-23	+19	+17
KS2 reading: children working at above the expected standard	-13	0	-3
KS2 progress of reading	0.9 (difference of -0.8 compared to non PP)	-0.45 (difference of -0.68 compared to non PP)	-0.7 (difference of +1.6 compared to non PP)
KS2 writing: children working at expected standard	-38	-20	+3
KS2 writing: children working at above the expected standard	-2	-5	-17
KS2 progress of writing	2.0 (difference of -1.1 compared to non PP)	1.16 (difference of -0.30 compared to non PP)	-0.3 (difference of -0.60 compared to non PP)
KS2 maths: children working at expected standard	-29	-23	-4
KS2 maths: children working at above the expected standard	-13	-22	-33
KS2 progress of maths	0.5 (difference of -0.8 compared to non PP)	0.22 (difference of -1.85 compared to non PP)	-2.9 (difference of -2.4 compared to non PP)
In a nutshell	<ul style="list-style-type: none"> • End of KS2 reading: pupil premium children out performed non pupil premium children (as previous year) • End of KS2 writing: pupil premium children out performed non pupil premium children and there is a significant and steady improvement over 3 years • End of KS2 maths: over the last 3 years, the gap has closed significantly and nearly diminished • End KS2: reading, writing and maths for our greater depth pupil premium children the progress in not good enough; over the last 3 years the gap has significantly widened in maths and writing 		

KS1 reading: children working at expected standard	+28	-34	-25
KS1 reading: children working at above the expected standard	-8	-22	-8
KS1 writing: children working at expected standard	-12	-28	-23
KS1 writing: children working at above the expected standard	-8	-11	-3
KS1 maths: children working at expected standard	+24	-51	-28
KS1 maths: children working at above the expected standard	-8	-14	-3
In a nutshell	<ul style="list-style-type: none"> End KS1: last year the progress gap started to close but it is still significant 		
EYFS at GLD	3 PP children out of 38 0/3 achieved GLD 0% (-77% compared to non PP children)	8 PP children out of 35 5/8 achieved GLD 63% (-11% compared to non PP children)	7 PP children out of 48 4/7 achieved GLD 57% (-11% compared to non PP children)
EYFS exceeding GLD	0 children	0 children	0 children
In a nutshell	<ul style="list-style-type: none"> EY: the gap is diminishing and stable but this is due to lower attainment for the non-pupil premium children. This is a priority for next year 		

Spending for 2018 – 2019					
Barrier	Key initiatives to support overcoming the 5 barriers for our PP children	Actions including research and rationale	KPI to monitor the impact of the provision in place	£	Impact
1	Training and peer collaboration to support and develop excellent teaching and learning	<p>Excellent teaching is at the heart of what we do at St Catherine's and we support all children to fulfil their potential. Research and experience inform us that excellent teaching and a consistent learning journey is the key to success for all our children – including those children entitled to Pupil Premium funding. Leadership time to support and monitor the quality of teaching has been allocated for the year – this includes internal review days. Excellent teaching includes:</p> <ul style="list-style-type: none"> ✓ Strong subject knowledge ✓ Quality models for children to learn from ✓ Purposeful classroom environment; enabling children to be positive and resilient ✓ Providing good quality, relevant feedback ✓ Training and opportunities to work collaboratively (and with external professionals and peers) provided to support teaching and learning <p><i>Our research has included: What Makes Great Teaching? Review of underpinning research 2014: Durham University, CEM and Sutton Trust, Metacognition and self-regulation +7 months progress Education Endowment Fund (EEF), Paul Dix 'When the adult changes everything changes', Feedback +8 months progress (EEF).</i></p>	<ul style="list-style-type: none"> End of KS progress measures are at least good Teaching and learning is excellent in all classes and year groups and the monitoring activities support this Teachers can articulate the needs of their PP children including support that is in place to meet these needs at any given time Reducing and eliminating the achievement gap between children from a Pupil Premium (PP) background and those who are not Progress in books is at least good and at least in line with peers 	4,000	<p>At the end of KS2, Pupil Premium (13 children) children out performed those who were non-pupil premium in reading writing and maths.</p> <p>The progress of PP children at the end of KS2 was weakest in maths and not as strong as the previous year (although attainment was much stronger)</p> <p>The progress of KS1 PP children (6) was clearly evident in the books (and feedback had an impact)</p> <p>The gap is not yet closing by the end of KS1 between PP children and non-PP children is significant.</p> <p>EYFS PP children (3) did not achieve GLD.</p> <p>Teaching is strong across the school and leaders have a clear strategy to support excellent teaching during 2019 – 2020 and beyond.</p> <p>Pupil Premium children made progress in their books however, greater vigour and robust systems are needed when tracking all Pupil Premium. This has been identified as an action for 2019 -2020</p>
2	Oracy training and development	<p>Whole school oracy development is a priority. We will designate an oracy leader who will help to create a 3 year action plan and work in partnership with 'School 21' (specialist school). All staff will receive appropriate internal and external training and embed a range of opportunities for children to speak for different purposes and audiences. Teachers and leaders will ensure oracy development is on the whole school action plan as well as on all action plans for all subject leaders: 'how will oracy be developed in their subject area?'. <i>Oracy intervention is low cost and adds 5+ months progress (EEF).</i></p>	<p>Pupil Premium children will:</p> <ul style="list-style-type: none"> Have opportunities to speak for a range of purposes use grammatically correct spoken language develop vocabulary choices at least in line with their peers and age appropriate expectations are confident when speaking for different audiences. transfer language development into their written work improve attainment and progress of reading, writing and maths 	3,620	<p>All PP children spoke in at least 2 class assemblies with 2 different foci (explaining and reciting)</p> <p>PP children took part in at least 2 exhibitions – many of which had an external audience and purpose</p> <p>Oracy confidence and development has improved and a tracking system was started for Pupil Premium children</p> <p>The writing gap at the end of KS2 has closed and PP children have exceeded non-PP children</p> <p>The writing gap at the end of KS1 is significant but the progress in the books was good.</p>

3	Maths resources that support the mastery approach	We deliver our maths mastery approach through the government approved scheme: Maths No Problem'. By working in collaboration with other schools as part of the government funded 'Maths Hub Matrix' we have shared best practice whilst verifying our internal judgements. The Mastery approach and resources support our Pupil Premium children because they provide consistent models and embed using physical resources. <i>Mastery teaching can add up to 5+ progress (EEF).</i>	Pupil Premium children will: <ul style="list-style-type: none"> - be able to explain their understanding - know how to use the resources that support the learning in any given lesson - use age appropriate vocabulary - have improved outcomes - enjoy maths 	2,500	The mastery approach is embedded in our school and varied by leadership. Our involvement in the 'Maths Hub Matrix' (a collaborative group of schools with a designated mastery specialist) has also verified our internal judgements. Children therefore discuss, reason and explain as part of every maths lesson. Our primary mastery approach of 'Maths – No Problem!' has standardised the pitch and appropriate vocabulary for all children Pupil voice indicated that children enjoy maths but the systematic collection of the Pupil Premium children's views is not yet established.
1	Training to support external reading volunteers	We guarantee that all of our PP children are heard to read by a trained adult at least twice a week (at least once by the class teacher and by an external volunteer that has been trained appropriately to support learning). This happens for at least 2 terms. <i>EEF research indicates that reading comprehension can lead to +6 months progress and phonics +4 months progress.</i>	Pupil Premium children will: <ul style="list-style-type: none"> - be able to explain their understanding when asked during a reading session - use and understand age appropriate vocabulary - have improved outcomes - read for pleasure and can talk positively about the books they are reading 	600	Trained volunteers have read with all PP children at some point within the year. A systematic collection of the Pupil Premium children's and volunteer's views is not yet established.
1	Curriculum stability and single aged classes	By having single aged classes we can deliver a consistent curriculum for our Pupil Premium children. From September 2018, Hertfordshire Council changed our intake to a 2 form entry school. Our numbers are increasing and our long term strategy is to be over-subscribed – some year groups are 'full'. By continually 'flip flopping' with some single aged and some mixed aged classes, the learning journey for our Pupil Premium children will not consistent nor our curriculum not embedded. We have developed our curriculum to ensure appropriate coverage, pitch and progress – with consistency. <i>Smaller classes has also resulted in teachers having more time to give quality feedback to our PP children (+8 months progress (EEF)).</i>	<u>All subjects</u> <ul style="list-style-type: none"> - Guaranteed progression of knowledge and skills year on year - Ensuring that children build on prior learning and skills - achievement of our pupil premium children is improving - reduce or eliminating the achievement gap between children from a Pupil Premium (PP) background and those who are not in all subjects 	46,151	The children have had a clear and consistent learning journey in all subjects. In non-core subjects, the curriculum has been refined to ensure progress, the building of skills and knowledge. The curriculum has been refined to meet the needs of our children and further tweaks to Geography will improve this for 2019 – 2020.
5	Nurture and counselling support	Mental health and wellbeing is of utmost importance. Additionally, children who are not ready to learn will not maximise their progress. <i>Effective social and emotional support can add up to 4+ months' progress (EEF).</i>	Targeted children make progress socially and emotionally. Indicators include: <ul style="list-style-type: none"> - they focus on learning whilst in class - they are settled and happy outside of class and in the playground - positive learning behaviour is displayed 	9,000	The need for nurture and counselling have steadily increased throughout 2018 – 2019. The behaviour strategy throughout the school is being redefined for 2019 – 2020 to meet the needs of all learners and the needs of all PP children (<i>STEP UP</i>)
1, 5	Attendance	The attendance lead will create a plan to monitor and have a positive impact on the attendance of our pupil premium families. Our onsite wrap-around care will also be used to support our Pupil Premium families to raise attendance	<ul style="list-style-type: none"> - Attendance is in line with the rest of the school - Attendance is above 95% for all Pupil Premium children - Attendance improves for our Pupil Premium children - Persistent cases of absenteeism reduce - a walking bus will be set up and the route will reflect the need to support families where persistent absenteeism occurs. 	0	Attendance for pupil premium is a priority next year as it is lower than non-pupil premium children..
1, 4, 5	Breakfast club, wrap-around care and any clubs outside of school hours	We have allocated funding to support families to improve attendance. We have also allocated funding so children have access to the same opportunities as all non-pupil premium families.	<ul style="list-style-type: none"> - Attendance improves - Families tell us that the support is benefitting them - Pupil Premium children attend clubs at least in line with non-pupil premium children 	2,523	100% of PP children are not yet attending school at least 95% of the time.

1, 5	Free school meals	We allocate money to ensure all children can afford school dinners	- Children are healthy in school	220.20	The impact of how this benefitted families was not evidenced. Children had access to a balanced meal in school which supports learning.
1, 2, 3, 4, 5	Training and resourcing of Project Based Learning – including curriculum ‘hook’ events to motivate and engage the children	Our vision is underpinned by our project based curriculum approach. We strive to contextualise learning that inspires our Pupil Premium children and prepares them for the world they live in. Our research includes: Whole school visit to School 21 and striking a working partnership, Leaders visiting Hartsholme Academy in Lincoln, www.learningfutures.org ; publications such as the <i>Working Matters guide</i> by the Paul Hamlyn Foundation; www.hightech.high.org ; www.edutopia.org/pbl-research-learning-outcomes ; <i>An Ethic of Excellence</i> by Ron Berger; CPD delivered by David Price OBE. Also, evidence around outdoor learning indicates +4 months progress (EEF).	Pupil Premium children will: <ul style="list-style-type: none"> - be engaged in their learning - enjoy learning - take an active role in exhibition produce work across the curriculum that is at least at age related expectation	650	Pupils have been engaged in their projects which has been evidenced using project cards. However, a systematic collection of the Pupil Premium children’s and volunteer’s views is not yet established. The subject integrity (what the children believe they are learning within a lesson) has not been clear. This was indicated during a summer term internal review and actions in place for 2019 – 2020.
1, 2, 3	Intervention, group and 1:1 support (including training needed to deliver the intervention)	In addition to our commitment to excellent teaching, sometimes there is a need for targeted support and intervention. Where possible this is done inside the classroom. Research indicates that +4 months can be expected when intervention is in place (group sizes do not exceed 5 pupils). The evidence also indicates that most improvements were seen for lower attaining pupils and the cost is moderate for the progress gained. These interventions will be in place to support the needs that we have previously identified (for example ‘Wellcomm’ to develop language and oracy) as well as target specific year groups and their needs (including as they arise). <i>EEF indicates that when Learning Support Assistants work with teachers collaboratively then the impact is greatest.</i> We ensure this with intervention being put in place with a clear and coherent rationale and communication with all parties involved.	<ul style="list-style-type: none"> - Pupil progress meetings identify individual needs and suitable provision as well as ‘headlines’ to target groups effectively (this will also be used as a form or monitoring) - Targeted year groups and children make at least expected progress - Progress is seen in lessons and books where skills have been transferred to independent situations - Improved learning outcomes 	15,900	The working hours of support staff changed to extend the day for children identified as needing support. This approach was effective because it did not ‘narrow the curriculum’ because children were not taken out of learning during the class day. Much of the progress was tracked via discussions between the staff member delivering the intervention and the class teacher as well as routine pupil progress meetings with senior leaders. A clear universal way of tracking the impact of intervention will be evaluated in 2019 - 2020 for a consistent approach e.g. RAG rating. This will support timely changes to provision to support the needs of learners.
1, 2, 3, 4, 5	Specific barriers identified in EYFS – year 6	Money has been proportionally allocated to each year group. This is to specifically target the needs of individuals and groups within the year group and act swiftly. The Pupil Premium lead and SLT track all individual pupil children as well as identify year group ‘headlines and trends’. This directly supports teachers when targeting Pupil Premium children effectively and ensuring provision and spending has an impact. Details of the approaches, rationale and research is detailed by the Pupil Premium leader. This allocation also includes Pupil Premium children accessing our ‘guaranteed experience’ list, school trips and clubs.	KPIs are detailed with individuals and groups by the Pupil Premium leader, SLT and teachers.	0	Having the money target year groups was not effective because of the lack of accountability and logistics – other ways of targeting the needs of individuals were far more effective. During the autumn term, the spending was evaluated and this planned spend was stopped – money reallocated. It was clear that more money was needed to provide a consistent curriculum through single aged classes and the individual intervention money was increased.
1, 2, 3, 4, 5	Effective leadership of Pupil Premium provision and robustly meeting the needs of all pupils	Time has been allocated to ensure the needs of all pupil premium children are being met, quickly responded too and provision monitored. Pupil premium lead will use time to: <ul style="list-style-type: none"> - meet with all teachers at least once per term to evaluate and reflect on achievement and provision - monitor all pupil premium children’s progress and achievement (including: book looks, pupil voice, staff voice, learning walks). - ensure the ‘global picture’ of the children is used to put in place effective whole school strategy - Report effectively to all stakeholders 	<ul style="list-style-type: none"> - All statutory requirements have been met - Improving outcomes for PP children - Effective use of pupil premium grant - Progress (data, books, targets) - Provision has changed and been adapted swiftly to ensure needs are met. 	5,000	By the end of KS2, achievement is good. Systems are effective but many lessons have been learned this year and will be addressed in the 2019—2020 Pupil Premium Planned Spending Strategy.
TOTAL SPEND:				90,164.20	
NET				-4.20	

So what did we learn and need to further improve?

Our senior leadership team have reflected upon the provision for our pupil premium children. Using our knowledge of the children, data and trends and our previous experiences, we have identified areas to improve provision in 2019 – 2020. The planned spending strategy clearly encompasses these areas.

So what did we learn and need to further improve?

- We must improve our support for pupil premium children working at greater depth – particularly in writing and maths
- The attainment gap between KS1 pupil premium children and non-pupil premium children is closing but not rapid enough
- Early support in EYFS and year 1 must be prioritised to close the gap between pupil premium children and non-pupil premium by the end of year 2
- Attendance strategies need to be swiftly applied for rapid improvement
- The tracking and monitoring of Pupil Premium children must be systematic
- The Pupil Premium 'Action Plan' is monitored rather than the spending strategy. Monitoring the spending strategy will be more effective as spending and provision can react quickly (if and when needed)
- 'Non-core' subject leaders will be expected to plan and track improvement for Pupil Premium children in the same way as core subjects. Subject leaders must target key pupil premium areas in all subjects to diminish the difference across the curriculum and beyond (developing the whole child and character)
- Planning and allocating some spending proportionally for year groups was not a successful strategy
- The 'voice' of PP children needs to be collected systematically and then acted upon
- The monitoring of PP children will be devolved to ensure breadth and depth (whilst ensuring clear lines of accountability). For example, via subject leaders and more than one member of the senior leadership team
- The 'guarantee of experiences' list must be closer matched to the curriculum and also include a greater breadth of cultural opportunities to develop character (this is a list of experiences that a child at our school will definitely have before they leave in year 6)

This information will be used in the 2019 – 2020 spending strategy.