

Analysis and challenge toolkit for school leaders: primary 206 - 2017

**Sacred Heart RC Primary School
2016-2017**

Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

| Financial year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2015-16 | £12,180 |
| 2016-17 | £12,180 |

| | 2015-16 | | | 2016-17 | | |
|--|---------|--------|----------|---------|--------|----------|
| Percentage of FSM pupils | | | | | | |
| Number of FSM pupils eligible for the Pupil Premium | 9 | @£1320 | =£11,880 | 9 | @£1320 | =£11,880 |
| Number of looked after pupils eligible for the Pupil Premium | 0 | | | 0 | | |
| Number of service children eligible for the Pupil Premium | 1 | @£300 | =£300 | 1 | @£300 | =£300 |
| Total | | | £12,180 | | | £12,180 |

Where are the gaps Year 6 2015 - 2016?



| Year 6: Indicator | 2015 gap between FSM and non FSM | 2016 outcome for FSM | 2016 outcome for non FSM | 2016 gap | Comments/contextual information |
|---|----------------------------------|---|---|----------|---|
| Attainment 2016: Working at the expected standard in Writing | 0 | All pupils working at expected standard | All pupils working at expected standard | 0 | 7 pupils in the cohort 1 pupil =14% 2 PP pupils |
| Attainment 2016: Working at the expected standard in Reading | 0 | All pupils working at expected standard | 80% | +20% | 7 pupils in the cohort 1 pupil =14% 2 PP pupils |
| Attainment 2016: working at the expected standard in Maths | 0 | All pupils working at expected standard | All pupils working at expected standard | 0 | 7 pupils in the cohort 1 pupil =14% 2 PP pupils |
| Average points score – English | +4.5 | n/a | n/a | | |
| Average points score – reading | +4.5 | n/a | n/a | | |
| Average points score – writing | -1.5 | n/a | n/a | | |
| Average points score – mathematics | -1.5 | n/a | n/a | | |

| | | | |
|--|---|------------|------------|
| Achievement – expected progress in English | 0 | n/a | n/a |
| Achievement – more than expected progress in English | 0 | n/a | n/a |
| Achievement – expected progress in mathematics | 0 | n/a | n/a |
| Achievement – more than expected progress in mathematics | 0 | n/a | n/a |
| Attendance | FSM 95.26% Non FSM 96.67% -1.41% | | |
| Persistent absence | | | |
| Fixed-term exclusions | FSM 2 pupils Non FSM 0 pupils | | |

Where are the gaps (other year groups) 2016 data?

| Year group | What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data? |
|--|---|
| Early Years Foundation Stage | 2016 No pupils |
| Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check) | 2016 2 pupils 1 pupil did not reach the required standard for phonics Maths – 100% working at expected standard Reading – 100% working at expected standard Writing – 1 pupil working at 'towards expected standard' / 1 pupil 'working a greater depth' |
| Year 2 | 2016 2 pupils: 1 pupil below expected in reading, writing, maths. 1 pupil below expected in maths |
| Year 3 | 2016 1 pupil: Below expected in writing and maths |
| Year 4 | 2016 2 pupils Both pupils working at expected in reading, writing and maths |
| Year 5 | 2016 No pupils |

Where are the gaps (other eligible groups)?

| Group | Comment on predicted outcomes in 2016 and any gaps. Consider attainment, progress, attendance and exclusions. |
|-----------------------|---|
| Looked after children | n/a |
| Service children | 1 service pupil Working at expected at reading, writing and maths |

Reflective questions

Which strengths are reflected in your self-evaluation?

At end of year 6 pupil premium pupils achieve just as well or better than non-disadvantaged pupils.

Which priorities are reflected in your school improvement plans?

Support pupil premium pupils that are new to the school and transfer in year group.
Support pupil premium pupils in year 2.
Monitor attendance of pupil premium pupils.

Planning and evaluation outline 2016-2017

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time? |
|--|---|--|--|---|--|--|
| 1: 1 interventions for literacy and maths | TA support £870 | Continued activity | All year groups | Raise achievement to expected standard Improve and accelerate rate of progress | Class teacher Head teacher Evidence from half termly assessments and end of year national curriculum tests | As a result of this action, PP pupils reached expected standard and made expected progress in line with non-PP pupils. |
| Maths and literacy Booster groups across all key stages | TA support £8,740 | Continued activity | Monitored through collection of standardised scores for every pupil for every year. | Raise attainment to expected level. Accelerate rate of progress. | Class teacher Head teacher Evidence from half termly assessments and end of year national curriculum tests | As a result of this action, PP pupils reached expected standard and made expected progress in line with non-PP pupils. |

| | | | | | | |
|---|--------|--------------------------------|--|---|---|--|
| Provision of school uniform | £50 | ongoing | Purchase of PE kit | Enable pupils to participate in PE and sports lessons | Head Teacher Class teachers | As a result of this action, appropriate footwear and clothing is not a barrier to learning. As a result of this action, pupils are able to fully participate in PE and sports lessons. |
| Provision of fresh fruit and vegetables during Reading café | £180 | Ongoing – 2 nd year | Provide fresh fruit and vegetables to pupils during the morning. | To improve concentration. Encourage healthy eating and healthy lifestyle | Monitored daily through reading café by teaching staff and head teacher | As a result of this action pupils now eat more healthily |
| Support for extra curricula activities, school trips and music lessons | £1,147 | Continued activity | All year groups | To enable pupils to access a broad and balanced curriculum. | | As a result of this action Children have taken part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/ sporting events where they represented the school. |

| | | | | | | |
|---|--|---------------------|---|---------------------|---|---|
| <p>Peer to peer tutoring as part of Reading Café – purchase of resources</p> | <p>£600</p> | <p>New activity</p> | <p>All year groups Sutton trust peer tutoring is used to consolidate learning. learners work in pairs or small groups to provide each other with explicit reading support. Collaborative learning; students work together in a group small enough for everyone to participate on a collective task.</p> | | | <p>As a result of this action, pupils are able to consolidate learning Talk and interaction between learners is promoted</p> |
| <p>Improving feedback</p> | <p>Staff meeting time and training budget £500</p> | <p>New activity</p> | <p>All year groups specific, accurate and clear (e.g. “It was good because you...” compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); encourage and support further effort and be given</p> | <p>Sutton trust</p> | <p>Monitored through lesson study. Pupil interviews Book scrutiny</p> | <p>As a result of this action, progress has improved. As a result of this action, learning outcomes have improved in reading and mathematics.</p> |

| | | | | | | |
|---|--|---------|--|-----------------------------------|---|---|
| | | | sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; professional development for teachers. | | | |
| Training for staff on learning styles | £960 | ongoing | 'Spaces Between' Project | Sutton Trust Learning Styles | | As a result of this action, teachers plan different tasks to challenge and support pupils to improve progress and outcomes. |
| Training for staff on developing lessons structures to focus on learning. | £200 | ongoing | 'Spaces Between' Project | Sutton Trust | Monitored by HT through lesson study and staff meetings | As a result of this action, teachers plan different tasks to challenge and support pupils to improve progress and outcomes. |
| Developing lesson structure through more effective use of TAs, including purchase of resources | £400 | | 'Spaces Between Project' | Sutton Trust Effective use of TAs | Monitored by HT through lesson study and staff meetings TA timetables | As a result of this action, teachers plan different tasks to challenge and support pupils to improve progress and outcomes. |
| Intervention time during Reading Cafe | Within existing TA costs – re-structure of part of school morning to enable interventions to take place. | ongoing | All year groups | Sutton trust | Monitored by HT through lesson study Discussion and monitoring of raising attainment plans | As a result of this action, Reading café allows for small group interventions 1:1 interventions to enable support for PP children to 'close the gap' in attainment and progress |
| Total | £13,647 | | | | | |