

# Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Perpetual Help Catholic Primary				
Academic Year	2016/17	Total PP budget	£54,120	Date of most recent PP Review	September 2016
Total number of pupils	131	Number of pupils eligible for PP	28	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	'Learning behaviours' for a small group of KS2 children, including a group of year 6 children. This has a detrimental effect on their academic progress and that of their peers.
B.	Middle ability pupils eligible for pupil premium are making less progress than other middle ability pupils across key stage two.
C.	Outcomes for pupils in key stage one in receipt of pupil premium funding are not as strong as for other groups in reading and maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils eligible for pupil premium are 94% (below the target for all children - 96%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	'Learning' behaviours in KS2, in particular, year 6 pupils addressed.	Pupils will be more motivated, resilient and work with greater independence. Attainment and progress for these pupils is improved.
B.	Higher rates of progress across KS2 for middle attaining pupils eligible for pupil premium	Pupils eligible for pupil premium identified as middle ability make as much progress as middle ability across KS2 in maths, reading and writing. Measured in assessments and moderation practices

		established across the Don Valley collaborative network.
<b>C.</b>	Improved outcomes for KS1 pupils in receipt of pupil premium funding in reading and maths,	Pupils eligible for pupil premium make accelerated progress in reading, writing and maths so that the differential between pupils eligible for pupil premium and 'other' pupils is reduced.
<b>D.</b>	Improved attendance and punctuality rates for pupils eligible for pupil premium.	Reduce the amount of persistent absentees among pupils eligible for pupil premium. Overall pupil premium attendance improves from 94% to 96%

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes for KS1 pupils in receipt of pupil premium funding in reading and maths.  'Learning behaviours' in KS2, in particular, year 6 pupils addressed.	Staff training (Teacher + Teaching assistant) on Maths Mastery + Growth Mindset.  LA reading strategy  Don Valley Raising Attainment Plan - Training Day + network meetings  'Roots of Empathy' programme + 'Happy to be Me' programme.	Increased TA support (For the majority of the week there are three adults each morning in each class).  Review of RWI. Non - negotiable timetable in place.  In year 4/5 there are four adults to ensure that targeted children are motivated and display a 'can do' attitude. Learning mentor to support poor 'learning behaviours' of targeted children.	Pupil progress meetings + tracking. Lesson observations, book scrutinies + pupil interviews.  Governor learning walks.  Diocesan monitoring visits  Pyramid moderation network meetings.	Head + Deputy	April 2017
<b>Total budgeted cost</b>					£38,000
<b>ii. Targeted support</b>					

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?
Higher rates of progress across KS2 for middle attaining pupils eligible for pupil premium particularly in maths.	Small group sessions, including (Success@ Arithmetic) for middle attaining pupils with experienced TA's  1:1 sessions with experienced teacher, in addition to standard lessons.	Extra support to improve attainment. Small group and 1:1 boosters with highly qualified staff have shown to be effective, as discussed in reliable evidence sources eg EEF toolkit.	Pupil progress meetings + tracking. Lesson observations, book scrutinies + pupil interviews.  Governor learning walks.  Diocesan monitoring visits	Head + Deputy Head	April 2017
<b>Total budgeted cost</b>					£14,000
<b>iii. Other approaches</b>					
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?
Increased attendance and punctuality rates	Attendance Officer to monitor and follow up quickly any absences. First day response provision.  Breakfast Club  Attendance Initiatives	If pupils not in school pupils cannot make progress.	Termly meetings with LA EWO  Monitoring exercises by governors.	Attendance Officer	April 2017
<b>Total budgeted cost</b>					£2,500



