



## St Modwen's Catholic Primary School **Pupil premium strategy statement.**

1. Summary information					
School	St Modwen's Catholic Primary School				
Academic Year	2017-2018	Total PP budget	£46070	Date of most recent PP Review	07/18
Total number of pupils	390 (+24 Nursery)	Number of pupils eligible for PP	34	Date for next internal review of this strategy	11/18

Historic attainment: KS2 2016  
 100% of the pupil premium children whose results are contained in the 2016 KS2 performance data are pupils with either SEND or other contextual difficulties who only spent 18 months or less at the school before the SATs.

KS2 2017 Reading: PP 71% Non PP 77% All 73%  
 EGPS: PP 71% Non PP 91% All 86%  
 Maths : PP 71% Non PP 86% All 83%  
 Combined: 42% Non PP 69% All 63%

2018 Data	<i>Pupils eligible for PP (2)</i>	<i>Pupils not eligible for PP (27)</i>
% achieving age related in reading, writing and maths	50% (TA 100%)	81%
% achieving age related in reading	50% (TA 100%)	85%
% achieving age related in writing	50% (TA 100%)	96%
% achieving age related in maths	50% (TA 100%)	89%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Mobility: New arrivals in Y5/6 or throughout KS2 with PP and SEND affected the appearance of our figures for 2016 and 2017 results although this is not the case for 2018. As we are likely to be affected again by mobility, we will continue to examine induction practices and are optimistic about the new rigorous KS1 assessments which will ensure that we are receiving children from other schools who have accurate KS1 prior attainment information. We have tightened up our procedures for 'gap analysis' for pupils upon entry to the school. Our new assessment systems have been praised and validated for their accuracy by external improvement partners. We now have more 'small step' progress measures in place such as PIVATS which support us in demonstrating that the children who arrive with SEND who are also Pupil Premium learners, with increasingly lower baseline data, are making at least typical progress, and in many cases rapid progress, despite their overall attainment falling below national averages  |
| B. | Wider life experiences such as visiting places of local interest; pupils' knowledge and understanding of the world baseline levels; geographical awareness and the broader vocabulary which is gained through excursions beyond and within their locality: our pupils' reading and writing levels improve when they have a greater understanding of the subject matter that they are reading and more of an understanding of subject specific vocabulary. To this end we have invested in the training of more staff in the leading of educational visits and risk assessment procedures so that we are able to provide more opportunities for every class to experience learning outside of the classroom more regularly. We are focusing on enrichment opportunities across the curriculum, within our school development plan and will be evaluating provision of enrichment opportunities by examining the affect they have on pupils' attainment in reading and writing. Where relevant, there will also be some focus on Maths in the environment or we will use Maths in the planning stages e.g. enabling children to make costings for trips or providing problem solving and reasoning scenarios based within the context of the trip. |
| C. | Social, emotional, behavioural and mental health needs: our pupil profile information patterns reveal that children and/or their families in this category are more likely to have requirements for additional support in a wide range of non-educational issues which if left unresolved, work their way into the child's educational attainment data, ability to function at school, concentration skills or likelihood to remain in education. A significant area of our School Development Plan is now devoted to developing pupils' well being and mental health. We have invested in our pupil premium pupils and their families in this area, including 1:1 pastoral care, counselling, staff training, new relaxation areas, lunchtime clubs, play workers to develop positive lunchtimes and play times, social skills interventions, pastoral care groups, additional lunchtime sports coaches, curriculum development, and individualised targeted support for key issues. Where necessary we involve external agencies if this is of benefit to the pupils, some of which is free of charge and some of which is pupil premium funded. We are currently investigating the introduction of the social value calculator                |

### External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | <p>Pupil Premium Learners are our most vulnerable when it comes to attendance and punctuality. Our data tells us that these children are twice as likely as other children in the school to arrive late or not attend. We worked closely with the LA Attendance support services and key personnel in the last 2 years and have invested some pupil premium funding into securing some additional safeguarding training for key personnel in order to support families who need help and advice with their routines and practices in supporting their children's education.</p> <p>Internal data shows a positive improvement in the punctuality and attendance of our PP families.</p> |
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3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps between pupil premium learners and national averages are closing rapidly in all year groups (measured by performance data).	<ul style="list-style-type: none"> <li>• FFT, 'In School Data', Raise Online, PUMA, PIRA, Phonics Screening, SATS, EYFS outcomes all show that the gap is narrowing (or has closed if there is no SEND barrier) between the attainment and progress of our pupil premium learners and national averages.</li> <li>• Our more able pupil premium children are attaining 'above age related expectations'</li> <li>• Pupil Progress meetings are robust</li> <li>• Governor visits are challenging and rigorous</li> <li>• External School Improvement Partner evaluations evidence that our pupil premium strategy is effective</li> <li>• Pupils are positive about themselves as learners, are aware of their next steps and demonstrate confidence to achieve these</li> <li>• Parents of pupil premium children are aware of the provision they are receiving and are happy with the progress of their children</li> </ul>
B.	Classroom practice is to be guided by research to ensure that the best possible outcomes are achieved. Pupil Premium progress will be measured through optional SATs, PUMAs, PIRAs, Teacher Assessment and class based moderation to ensure that rapid progress is being made by comparison with typical progress.	<ul style="list-style-type: none"> <li>• Pupil Premium children and other learners have additional time with their class teachers to receive specific, personalised feedback and this is raising standards and rapidly accelerating progress</li> <li>• All pupils are aware of how well they are doing and the next steps they need to take in order to make progress</li> <li>• Pupil Premium learners are making rapid progress, especially where there is not an SEND barrier and the gap is quickly closing between their performance and the national averages where applicable.</li> </ul>
C.	All pupils, particularly those in receipt of the Pupil Premium have robust mental, physical and emotional health, grit, resilience and self esteem.	<ul style="list-style-type: none"> <li>• Pupil feedback shows that children are more confident as a result of the social and emotional interventions</li> <li>• Pupils can articulate how the school has supported them to make healthy food and drink choices</li> <li>• Pupils can articulate how school has promoted physical activity and the opportunities they have</li> <li>• Pupils can articulate how the school helps them to feel safe</li> <li>• Parents whose children engage in the HOPE programme report favourable improvements in their child's demeanour</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils can confidently talk about their learning strategies and learning behaviours (metacognition)</li> <li>• Observations of teaching shows that metacognitive practice is being used effectively</li> <li>• Speech and Language intervention tracking shows that pupils are making clear, rapid progress in this area</li> </ul>
D.	<p>Pupil Premium Learners are our most vulnerable when it comes to attendance and punctuality. Our data tells us that these children are twice as likely as other children in the school to arrive late or not attend. We worked closely with the LA Attendance support services and key personnel in the last 2 years and have invested some pupil premium funding into securing some additional safeguarding training for key personnel in order to support families who need help and advice with their routines and practices in supporting their children's education.</p> <p>Internal data shows a positive improvement in the punctuality and attendance of our PP families.</p>	<ul style="list-style-type: none"> <li>• pupil premium children are arriving early/on time</li> <li>• pupil premium children have good or better attendance levels</li> <li>• free wrap around care is offered for pupil premium children in order to best support families to get the children in school for learning</li> </ul>

#### 4. Planned expenditure

Academic year	2018-2019
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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.

##### i. Quality of teaching for all

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?
Gaps between pupil premium learners and national averages are closing rapidly in all year groups.	Leaders and managers including members of governing bodies, are routinely paying more attention to the needs of this particular group of pupils.	Ofsted report on effective use of Pupil Premium funding July 2014  "There is very little difference in the types of spending reported on in the best schools compared with those that are judged as requires improvement or inadequate. However, the major differences are	Head Teacher to monitor the effectiveness of Pupil Progress Meetings and to liaise regularly with the Assistant Head Teacher who leads on pupil progress meetings to ensure that the teachers are asked questions about progress which are sufficiently	Deputy Head Teacher Miss O Shaw  (+HT)	Implementation is reviewed half termly

	<p>Pupil Progress Meetings for Pupil Premium children are now twice as frequent as for other learners</p> <p>Governor accountability visits to key school personnel</p> <p>'Book Talk' strategy with class teacher</p> <p>Work scrutinies, lesson observations and pupil interviews</p> <p>Increase opportunities for pupils to go on educational visits at a reduced cost; and a significantly reduced cost for those entitled to pupil premium</p> <p>Increase curriculum enrichment opportunities</p> <p>QFT approaches for Pupil Premium children who also have SEND/CLA</p>	<p>the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended."</p> <p>"The pupil premium is making a positive difference in many schools, especially where there is good or outstanding leadership. This is because most leaders and managers, including members of governing bodies, are routinely paying more attention to the needs of this particular group of pupils"</p> <p>Pupils who visit other localities, widely and often, build up life experiences which bring new vocabulary and understanding about the world. These pupils regularly succeed in school because they can understand more reading comprehension materials through direct experience with the subject matter and have a wider vocabulary that they can include in their writing</p> <p>There will be an increased number of PP children who have multiple deprivation indicators SEND/CLA in the 2019 cohort and we will be following best practice guidance for SEND- no capping of learning</p>	<p>challenging and are asked to provide evidence to support their assessments. Deputy Head Teacher to ensure that there is a robust system of moderation in place to guarantee judgements made on attainment and progress. External Validation of accuracy of assessment procedures from SIP as well as validation that the senior staff have promoted high expectations from all staff. Deputy Head Teacher ensures the decisions made at pupil progress meetings are implemented in the daily curriculum for these learners through lesson observations; monitoring and evaluation of the work of TA's. Middle Leaders monitor workbooks and interview pupils. Governor visits are heavily focused on the attainment and progress of Pupil Premium pupils, checking that the school is following the agreed actions.</p> <p>Ensure teachers are working with their PP learners for sufficient periods of time in the week and that all teachers continue to show high expectations for this group of learners</p>	<p>Phase leaders to monitor the use of adults in their sections and ensure PP children are being effectively targeted</p> <p>M Gibbs HT J Heald EVC</p> <p>SLT</p> <p>O Shaw</p> <p>ALL</p>	
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	<p>Modelling best practice: Deputy Head will model teaching; increase observational feedback using Aspire tools</p> <p>Interventions for more able pupils/ PP who are more able will be delivered by the DHT</p> <p>Increased monitoring of staff deployment</p>	<p>Strongest teacher in school; able to raise practice for all teachers from good to outstanding through coaching, mentoring and modelling</p> <p>As above DHT will use the Sutton Trust research to set up feedback/Book Talk/ Metacognitive reflections/learning conversations with targeted PP learners</p> <p>To ensure the adults in classrooms are deployed for the right pupils</p>	<p>Additional monitoring from phase leaders to support HT/DHT</p>		
				Total budgeted cost	£30,000

ii. Targeted support					
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?
Classroom practice is to be guided by research to ensure that the best possible outcomes are achieved.	<p>Increased 'Teacher Feedback', both verbal and written</p> <p>Targeted intervention for pupil premium children and other learners, with their class teacher for reading, writing (with a specific focus on spelling) and mathematics</p> <p>Lexia</p>	<p>Research collated by the Education Endowment Foundation suggests that the regular, effective use of personalised teacher/pupil feedback can accelerate pupil progress by 8 months</p> <p>We want to ensure that the children who need the most support have the most qualified person possible delivering this support.</p> <p>Engaging a range of learners within some interventions to allow for peer tutoring role models will accelerate progress by 5 months: sitting PP children in an academic group higher than current results for some sessions for peer support</p> <p>Our data shows that pupils who are entitled to the pupil premium are less likely to score highly in spelling tests; all of our pupil premium children require additional support to ensure that they achieve ARE (internal data) and some of our intervention groups are for the more able Pupil Premium children to ensure that they receive a push.</p>	<ul style="list-style-type: none"> <li>Review of marking policy and the effectiveness of teacher/pupil dialogue in written form; regularly check the books</li> <li>Observe the effectiveness of verbal feedback given within a lesson and incorporate into the teachers' performance management process</li> <li>Set aside budget and timetabling to release teachers to engage in 'book talk', as well as other feedback or intervention strategies whilst ensuring that the class receives high quality teaching e.g. use of a pupil premium release teacher</li> </ul>	<p>Ms M Gibbs Head Teacher</p> <p>Miss O Shaw Deputy Head</p>	<p>Termly at governing body meetings</p> <p>Half termly at SLT meetings</p>
				Total budgeted cost	£6,800

iii. Other approaches					
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?
<p>All pupils, particularly those in receipt of the Pupil Premium have robust mental, physical and emotional health, grit, resilience and self esteem.</p>	<p>HOPE programme</p> <p>Increased input in sports clubs</p> <p>New relaxation areas in school</p> <p>Lunchtime provision to include social and emotional inclusive games with adults indoors</p> <p>Lunchtime provision to include an increased amount of Play Workers to play outside with children, spend time talking with them and teaching them games, making sure all children are included.</p> <p>Small group social and emotional intervention groups</p>	<p>HMI and other Pupil Premium based experts have led conferences and courses based on research which includes social research: children who are from families who are under financial pressures are more likely to develop anxiety or other emotional needs.</p> <p>Maslow's hierarchy of needs demonstrates the need for basic health, social and emotional wellbeing as being vital pre-cursors to self actualisation. Unless these needs are met, children will not thrive to their full potential</p> <p>Many of our pupil premium children also have additional needs or special needs involving language development, social development or emotional well being and behavioural needs</p> <p>Behavioural interventions have been proven by the Education Endowment Foundation to accelerate progress by 5 months</p> <p>Time spent dealing with behavioural issues after lunch is time better spent on learning the academic aspects of the curriculum: preventing issues and teaching children how to interact at playtime and lunchtime is more appropriate</p>	<p>Assign key personnel through performance management; select staffing carefully; monitor the provision; examine the regularity of incidents of behaviour to ensure that this is improving.</p> <p>Liaise with families as case studies e.g. with the HOPE programme or other social interventions- is their child more relaxed and happy?</p> <p>Interviews with pupils and questionnaires, through use of our School Council and key staff: are children happier with the lunchtime provision changes, do they have more opportunities to be active? Can they articulate how school has helped them to make healthy food choices and increase their opportunities to exercise through dance, gym and games?</p>	<p>Ms M Gibbs Head Teacher</p> <p>Mrs V Kirkpatrick SENCO</p> <p>Miss O Shaw DHT/PP Lead</p> <p>Mrs N Horobin HOPE leader</p> <p>Mr D Read PE Leader</p> <p>Miss A Smith SMSVC/CEOP</p>	<p>Termly at governing body meetings</p> <p>Half termly at SLT meetings</p>

	<p>Additional sports coaching, mentoring, teaching of conflict/resolution skills and refereeing from reputable sports companies and school staff at lunchtime and after school for competitive games</p> <p>Examine our healthy eating provision</p> <p>Metacognition built into the teaching and learning policy</p> <p>Speech and Language interventions</p> <p>Additional work, workshops and other opportunities to develop online safety awareness e.g anti-bullying digital leaders projects</p>	<p>Metacognition practices promote pupils' self confidence, self efficacy and independence skills. Many SEND pupils can become too reliant on adults: metacognitive work can greatly reduce this 'learned helplessness' and will therefore be a good strategy for all of our SEND, not just those who are in receipt of pupil premium.</p> <p>Research suggests that all learners can have their progress accelerated by 8 months through promotion of metacognition, not just SEND children. It will therefore be highly effective for our non-SEND Pupil Premium learners and all of the other children as well, at a much lower cost than other interventions.</p> <p>Pupils can have emotional difficulties if they struggle to communicate. Increasing support in the area of speech and language can support improvement in this area as well as clearly contribute to academic results, particularly for pupil premium children who also have SEND.</p>	<p>Regularity and successes of sports fixtures to play in matches locally, regionally and nationally</p> <p>Include monitoring of this work within the school development cycle, which in turn will feed into the SLT monitoring cycle.</p> <p>Governor visits</p>		
				Total budgeted cost	£24,000

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium children to close the gap between current attainment and national ARE % for their group	Floating teaching assistants with time allocated to different classes to withdraw pupils who needed additional support	Some small step progress for pupils who are entitled to pupil premium and are also SEND was identified but it was difficult to provide sufficient written evidence for this so new tracking systems have been put in place: PIVATS  There was less impact for the non-SEND pupils who are entitled to pupil premium (see opposite)	Children are to be carefully selected for future intervention groups at Wave 1, 2 and 3 to ensure that the role models within the group, aimed at being peer mentors, are also going to benefit from the additional adult input. Continue with balance of Wave 1, 2 and 3 but ensure a balance of types of learners within the group to enable group dynamics which will generate more deep and profound learning outcomes. SLT to determine the deployment of TAs for which children and teachers advised/monitored to enable this. Guest speaker now booked for Autumn term; staff have developed strategies but we need some consistency and there is a new EEF report which we will be studying and devising a common approach from.	£22,000
Use research based practice to inform strategy	Introduction of metacognitive practices	+8 months	PP learners need more additional and explicit metacognitive coaching	£900
All pupils, particularly those in receipt of the Pupil Premium have robust mental, physical and emotional health, grit, resilience and self esteem.	See previous (HOPE; Play Leaders; mental health curriculum development; healthy lifestyles themed weeks etc)	HMI and other Pupil Premium based experts have led conferences and courses based on research which includes social research: children who are from families who are under financial pressures are more likely to develop anxiety or other emotional needs. So our impact is expected to be that more PP learners are able to focus on their academic work as a result of successful mental health intervention and stay in class without behaviour needs/ disruptions	Highly successful strategy with compelling progress evidence. We will continue with this strategy and put more money towards it.	£12,000 last year

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
100% of pp pupils achieve ARE	1:1 tuition for child off track	ARE (+5mths)	Possibly starting this sooner in the Key Stage  ARE not achieved on the day (but was in the build up)	£800
Pupil Premium children to catch up on basic skills	More focus on discrete teaching of basics	Some success here but more impact could be made (see opposite)	Some of the work which has been conducted with pupil premium children has been withdrawal for basic skills but has not directly linked with other subjects due to timetabling restrictions and costs. Therefore where possible we now aim to provide opportunities for the pupil premium children to apply their basic skills in a range of curriculum contexts with additional support so that they gain mastery as well as are enabled to make connections within their learning. This will give the pupils a more constructivist approach to learning. Continue with the strategy of giving added intervention for the consolidation of basic skills, especially spelling but ensure that the basic skills sessions are timetabled in a way which enables more cross-curricular application/ mastery in a range of contexts	£4000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils to have further opportunities to reflect on their learning and look ahead to next steps	Book Talk	Successful	'Book Talk' to be continued but higher priority given to PP learners so that feedback can have a greater effect. Use of funding will enable teachers to spend sufficient time with the pupils and be able to incorporate the suggestions in the aforementioned two points.	£5,400

## 6. Additional detail

As a Catholic school we are committed to social justice and to ensuring that our most disadvantaged learners are given the highest priority to actualise their potential; in cases where pupils have not achieved age related expectations, this is due to either non-matched mobility issues or the children having some form of significant SEND. We are proud that Pupil Premium children from other schools who have been excluded or who are non-attenders in other settings, come here and thrive, improve their behaviour and become more likely to continue being school attenders, and make rapid progress, regardless of whether or not this progress results in the children obtaining age related expectations. Senior Staff and governors have paid due diligence to the impact versus costs research as listed on the Education Endowment Foundation website in order to prioritise spending to ensure value for money. The Head Teacher has also attended HMI conferences regarding pupil premium and has attended briefings relating to provision for pupils from disadvantaged backgrounds; senior staff are fully aware of the needs of this demographic and are committed to ensuring that all staff have high expectations of these learners.

Against HOPE Programme success criteria there have been significant progress rates for PP learners although these do not all yet show in academic data

1:1 tuition has been affective in raising progress and attainment in 2018, with 100% of PP learners passing practice papers and achieving ARE in Teacher Assessed RF's. Performance on the week of the SATs for 1 child was impeded due to social context.