



## Pupil Premium Strategy Statement :Immaculate Heart of Mary Catholic Primary School

1. Summary information					
<b>School</b>	Immaculate Heart of Mary Catholic Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£56 860	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	446	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	July 2018

1. Current attainment FKS Dec 17		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>		
<b>% making progress in reading</b>	77	88
<b>% making progress in writing</b>	77	93
<b>% making progress in maths</b>	85	94

2. Current attainment Y1 Dec 17		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	0	28
<b>% making progress in reading</b>	54	52
<b>% making progress in writing</b>	36	50
<b>% making progress in maths</b>	18	48

Current attainment Y2 Dec 17

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	100	58
<b>% making progress in reading</b>	80	50
<b>% making progress in writing</b>	20	30
<b>% making progress in maths</b>	0	18

<b>Current attainment Y3 Dec 17</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	33	46
<b>% making progress in reading</b>	0	2
<b>% making progress in writing</b>	0	11
<b>% making progress in maths</b>	0	11

<b>Current attainment Y4 Dec 17</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	67	66
<b>% making progress in reading</b>	33	37
<b>% making progress in writing</b>	50	51
<b>% making progress in maths</b>	50	35

<b>Current attainment Y5 Dec 17</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	60	54
<b>% making progress in reading</b>	20	20
<b>% making progress in writing</b>	20	18
<b>% making progress in maths</b>	20	25

<b>Current attainment Y6 Dec 17</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	57	70
<b>% making progress in reading</b>	100	84
<b>% making progress in writing</b>	29	50
<b>% making progress in maths</b>	71	70

## Updated July 18

<b>1. Current attainment FKS July 18</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in GLD</b>	56%	81%
<b>steps progress in reading</b>	3.78	3.49
<b>steps progress in writing</b>	3.67	3.7
<b>steps progress in number</b>	3.67	3.54
<b>steps progress in shape, space and measures</b>	3.67	3.49

Current attainment Y1 July 18				
	Pupils eligible for PP		Pupils not eligible for PP	
	ARE	GD	ARE	GD
% achieving in reading	45%	27%	55%	29%
% achieving in writing	25%	50%	63%	36%
% achieving in maths	73%	0%	59%	18%

Current attainment Y2 July 18				
	Pupils eligible for PP		Pupils not eligible for PP	
	ARE	GD	ARE	GD
% achieving in reading	55%	9%	61%	16%
% achieving in writing	50%	25%	65%	15%
% achieving in maths	100%	0%	60%	25%

Current attainment Y3 July 18				
	Pupils eligible for PP		Pupils not eligible for PP	
	ARE	GD	ARE	GD
% achieving in reading	67%	33%	46%	42%
% achieving in writing	67%	17%	47%	25%
% achieving in maths	68%	17%	40%	35%

<b>Current attainment Y4 July 18</b>				
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
	<b>ARE</b>	<b>GD</b>	<b>ARE</b>	<b>GD</b>
<b>% achieving in reading</b>	29%	29%	40%	38%
<b>% achieving in writing</b>	29%	29%	43%	25%
<b>% achieving in maths</b>	14%	29%	43%	32%

<b>Current attainment Y5 July 18</b>				
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
	<b>ARE</b>	<b>GD</b>	<b>ARE</b>	<b>GD</b>
<b>% achieving in reading</b>	50%	25%	48%	46%
<b>% achieving in writing</b>	50%	25%	46%	31%
<b>% achieving in maths</b>	38%	38%	42%	39%

<b>Current attainment Y6 July 18</b>				
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
	<b>ARE</b>	<b>GD</b>	<b>ARE</b>	<b>GD</b>
<b>% achieving in reading</b>	56%	22%	48%	44%
<b>% achieving in writing</b>	44%	22%	68%	24%
<b>% achieving in maths</b>	56%	22%	42%	34%

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Progress 2017-2018</b>	46	390
<b>Expected progress is 100 points.</b>		

## 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)*

- |           |   |
|-----------|---|
| <b>A.</b> | The new National Curriculum is more demanding and there are still gaps to fill which will be only seen over time. |
| <b>B.</b> | Our children have a tendency to be passive learners.  |
| <b>C.</b> | 26 % of disadvantaged pupils are on the SEN register  |

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

- |           |  |
|-----------|--|
| <b>A.</b> | The percentage of pupils known to be eligible for free school meals is consistently below the national average. However over the last three-years our FSM has increased slightly which shows that more families in middle class areas are feeling the impact during this time of |
| <b>B.</b> | We have had an increase in demand for family support   |
| <b>C.</b> | Attendance of PP children is 95% compared to non PP 98%  |

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attainment in English and Maths for pupils eligible for PP improve and is consistently in line with the attainment of the cohort.	In year data shows progress being made by all children eligible for PP and attainment of these pupils increases.
<b>B.</b>	All PP children in Foundation Stage achieve in the specific areas (Reading, Writing and Number) and attain GLD. Ensure rapid progress and early intervention for low attaining children on entry into Foundation Stage.	Early intervention resulting in good progress for children eligible for PP by the end of Foundation Stage. Outside agency support is in place and SENCo involved. Pupil Premium in FSK make rapid and sustained

		progress in Reading, Writing and Number.
<b>C.</b>	Improved attendance and parental engagement in children's education and school life.	Attendance of disadvantaged children at least matches the high standards of non-disadvantaged pupils. Uptake in parent workshops, parents' evenings is high, standards improve, attainment of children eligible for PP improves, whole school vision is bought into.
<b>D.</b>	Disadvantaged pupils engage in opportunities that they may otherwise not experience and the impact of this is that they are more involved in school life and their learning.	An even more effective and personalised, broad and balanced curriculum in place for disadvantaged children.

#### 4. Planned expenditure

Academic year

2017/18

The 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?
Attainment in English and Maths improves for pupils eligible for PP	<p>Gap analysis of disadvantage children in each class and identify specific and appropriate intervention to target the issues identified.</p> <p>Ensure staff deliver the specific interventions</p> <p>Track the disadvantaged children through school to monitor the impact of the intervention.</p> <p>Review the interventions and adjust accordingly.</p> <p>Buy in standardised tests for Maths and Reading, which will take place at the end of each term to identify how our disadvantaged children compare nationally and also for gap analysis which will identify the issues needed to be addressed in one to one teaching.</p> <p>Put in place one to one interventions for disadvantaged children.</p>	<p>Screening of PP children ensures that barriers to learning are identified and removed. Staff are more able to support these children through differentiation and intervention.</p> <p>Expectations for each year group in the new National Curriculum hugely increased in 2014, so a lot of children have gaps in their learning which needs to be addressed.</p> <p>EEF research shows that small group tuition adds 4 months progress.</p> <p>EEF research shows that one to one tuition adds 5 months progress.</p>	<p>Gap analysis completed and identified specific interventions set up early and delivered effectively.</p> <p>Disadvantaged children tracked through school using in-house assessment systems.</p> <p>The termly pupil progress meetings with teachers enable us to identify which PP children are not on track to make expected progress. These meetings enable us to tailor the curriculum taught in booster classes/ additional teaching sessions to closely meet the needs of the children's pupil progress meetings.</p> <p>Standardised tests in place and being done at the end of each term with results being used for gap analysis.</p> <p>In-year data shows progress being made for all children eligible for PP and attainment of these pupils increases in Reading, Writing and Maths</p>	<p>Head/SLT</p> <p>English and Maths leaders</p> <p>Class teachers</p>	<p>End of each term</p> <p>Full review in July 2018.</p>

			In-house CPD in place.  SATs outcomes for disadvantaged children in Year 2 and Year 6 improves on previous year.		
<b>Total budgeted cost</b>					<b>£28710</b>
<b>B</b>					
Children in Foundation Stage achieving in the specific areas (Reading, Writing and Number) and achieving GLD. Ensure rapid progress and early intervention for low attaining children on entry into Foundation Stage.	<p>Carry out home visits and visits to previous settings for all children</p> <p>Implement early base line assessment</p> <p>Put in place early key worker intervention and engagement with parents</p> <p>Ensure early intervention from Catholic Care and any relevant outside agencies for vulnerable families</p> <p>Ensure basic skills provision is of high quality and meets all children's needs</p> <p>Put in place 'Stay, Play and Learn' sessions specifically targeting disadvantaged children and families</p>	<p>Engagement of parents is key to all children's education. Helping parents to be informed about their child's education and encouraging them to support their children in their school work and be part of school life, through investing in expertise within our own staff and externally through Catholic Care, will work towards standards and attainment improving for these children.</p> <p>Home visits will ensure that staff have the opportunity for initial assessments which will help to baseline each child. Family circumstances to add to the picture of each child.</p> <p>Having clear knowledge of children's starting points and previous interventions from other pre-school settings will enable Foundation staff to put specific resources and strategies in place to address children's needs immediately, therefore impacting on progress.</p>	<p>Good links with pre-school settings are established and visits are made during the summer term</p> <p>Early intervention in place resulting in good progress for children eligible for PP by the end of Foundation Stage.</p> <p>Right outside agency support is in place and SENCo involved.</p> <p>SENCo to work with Foundation staff to identify special needs as early as possible and involvement from outside agencies is in place.</p> <p>Disadvantaged children in FS2 make rapid and sustained progress in</p>	<p>EYFS Leaders</p> <p>Key</p> <p>Workers</p> <p>SLT</p> <p>SENCo</p>	<p>Following baseline assessment by Oct HT.</p> <p>End of each term.</p> <p>Full review in July 2018</p>
<b>Total budgeted cost</b>					<b>£20150</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>

<p><b>C.</b> Improved attendance and parental engagement in children's education and school life.</p>	<p>Monitor rigorously attendance of all pupils.</p> <p>Specifically monitor attendance of disadvantaged children.</p> <p>Continue to raise the profile of the importance of attendance with pupils and parents through attendance award for classes each week . Ensure a whole school approach to punctuality and attendance.</p> <p>Reiterate in home-school agreement the non- negotiable expectation around punctuality and attendance and remind parents regularly in the Newsletter. Continue to hold parents to account for children's attendance and punctuality by holding parent meetings of those children whose attendance has fallen below the target set Continue to involve parents in their child's learning through inviting them to as many school and class events as possible Use text message system to advise on learning activities that can be supported at home</p>	<p>EEF research shows that texting parents adds on 1 month additional progress in English and Maths. It also reduces absenteeism by one half day.</p> <p>Regular and consistent attendance and punctuality means there are more opportunities for learning and children will miss less of their teaching and learning opportunities</p>	<p>Attendance of disadvantaged children at least matches the high standards of non-disadvantaged pupils.</p> <p>No disadvantaged children persistently absent.</p> <p>Uptake in parent council events, workshops, parents' evenings is high.</p> <p>Standards improve and attainment of children eligible for PP improves.</p> <p>Whole school vision is bought into.</p>	<p>SLT Admin team  Class Teachers  Learning Mentor</p>	<p>Weekly review of attendance figures</p> <p>Full end of year review in July 2018</p>
			<p>Total cost</p>		<p>£3000</p>
<p><b>D.</b> Disadvantaged pupils engage in opportunities that they may otherwise not experience and the impact of this is that they are more involved in school life and their learning.</p>	<p>Plan in enrichment opportunities across the year for all cohorts.</p> <p>Plan educational visits and visitors across the year and ensure parents are given notice so that they can budget accordingly which will impact on high participation.</p>	<p>EEF research shows that Sports and Art participation adds on 2 months additional progress.</p> <p>An exciting curriculum which gives varied opportunities to children will result in a love of learning and therefore more engagement from pupils and parents.</p>	<p>An even more effective and personalised, broad and balanced curriculum in place for disadvantaged children.</p> <p>Educational visits/visitors take place and pupil engagement is high</p> <p>In-year data shows progress being made for all children eligible for PP and attainment of these pupils</p>	<p>SLT Subject leaders</p>	<p>On-going review of the uptake of visits and extra-curricular opportunities.</p> <p>Annual review in line with long term planning</p>

			increases.		
<b>Total budgeted cost</b>					<b>£ 8000</b>

<b>Expenditure 2017-18</b>	<b>Approximate Cost</b>
<b>Target A</b>	
Frog Assessment	£ 4 860
Focused teaching in small groups/1-1 in Maths with LF/CH/AMP	£ 10 361
Support Staff	£ 5 489
Maths resources	£ 5 000
<b>Target B</b>	
Catholic Care	£ 8 200
ARM cluster	£ 9 760
CEM Base line assessment	£ 990
6 days cover for home visits/nurseries	£ 1 200
<b>Target C</b>	
Text servicing	£3000
<b>Target D</b>	
Enabling Enterprise	£5000
Educational visits/visitors	£3000
<b>Total</b>	

## 5. Review of expenditure 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
Attainment in English and Maths improves for pupils eligible for PP	Rigorous assessment for PP children at all stages and actions taken as a result of this. Interventions put in place and appropriate support provided. Same day maths interventions now happening in KS2. These have been very effective. Booster classes for Y6 maths included PP children.	Reading. PP children achieving ARE had increased in Y3 and in Y5&6 25% of PP children achieved Greater Depth.  Writing. PP children achieving ARE increased in Y2,3,5 and 6. 25% of PP children in Y5 achieved GD (0% last year) 22% of PP children in Y6 achieved GD (0% last year)  Maths PP children achieving ARE increased in Y2,3 and 6. PP children in Y5 had an increased % at GD. PP children in Y6 increased at both ARE and GD.	Same day interventions to continue in 2018-19 to include Y2.  Continued focus on PP children in Pupil Progress meetings, work scrutinies and pupil discussions.

### 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)
Children in Foundation Stage achieving in the specific areas (Reading, Writing and Number) and achieving GLD. Ensure rapid progress and early intervention for low attaining children on entry into Foundation Stage.	Carry out home visits and visits to previous settings for all children  Implement early base line assessment Ensure basic skills provision is of high quality and meets all children's needs 'Stay, Play and Learn' sessions specifically targeting disadvantaged children and families	Although GLD increased, % of PP children achieving this was lower than non-pp children.  Points progress for PP children was higher than non-pp in reading, number and shape, space and measures and only very marginally less in writing.	Transition arrangements to continue. More targeted work with parents in 2018-19 to focus on vulnerable children and families.

<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach) Cost</b>
Disadvantaged pupils engage in opportunities that they may otherwise not experience and the impact of this is that they are more involved in school life and their learning.	Enrichment opportunities and out of school visits to broaden experiences of all children, including our vulnerable and disadvantaged. PP children are part of our Mini Vinnies group, working in the community and putting faith into action. Enabling Enterprise project focussed children on learning skills and children in Y6 experienced a day in a workplace. All children in Y5 and 6 took part in a residential. Sporting after school clubs available to PP children at no cost.	All children in Y5 and 6 benefitted and spoke highly of their residential. PP children in Y6 were highly focussed and engaged during Enabling Enterprise visits. Large % of PP children took part in an after-school club.	Residential to be extended to Y3 and 4 for next academic year. Peripatetic music lessons to target PP children.  New PE co-ordinator (and new provider of after school sports clubs) to include all vulnerable children if they wish to participate.
<b>Total cost 2017-18</b>		<b>£56 860</b>	

## 6. Additional detail

Additional information can be found on our website