

St Mary's Catholic Primary School Pupil premium strategy statement

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2017-2018	Total PP budget	£11,880	Date of most recent PP Review	November 2017
Total number of pupils	108	Number of pupils eligible for PP	9 (8%)	Date for next internal review of this strategy	January 2018

2. Current attainment July 2018				
	All pupils (PP and non PP)	Pupils eligible for PP St Mary's	LA average (PP and non-PP)	National Average (PP and non-PP)
% achieving expected or above in reading, writing and maths	100%	100%		
% achieving expected or above in Reading	100%	100%		
% achieving expected or above in Writing	100%	100%		
% achieving expected or above in Maths	100%	100%		
Reading progress score	+6.5	+13.89		
Writing progress score	+4.2	+10.59		
Maths progress score	+5.9	+6.13		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Development of early language and communication skills for PP pupils in EYFS/KS1
B.	Attainment at expected and above for PP children across the school, focus on previous low attaining/SEND children eligible for PPG
C.	Difficulty in identifying PP children in EYFS and KS1 due to universal free school meals- pupils not targeted as early as they could be.
D.	Social and emotional needs for a small number of PP children in KS2 had a negative impact on their learning
E.	Opportunities to access wider curriculum

External barriers (issues which also require action outside school, such as low attendance rates)**F.** Attendance and punctuality (below national expectation of 97%)**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve early language and communication skills for PP pupils in EYFS/KS1	By the end of Reception, pupils will have attained the early learning goals for Language and communication. By the end of KS1, pupils eligible for PP will have reached ARE and made at least expected progress from starting points.
B.	Improve attainment at ARE or above for PP children in all year groups. Ensure Previous low attaining SEND pupils eligible for PP reach at least ARE.	All pupils eligible for PP to have made at least expected progress and reach ARE in all areas regardless of historical low previous attainment. Measured by NFER tests, teacher assessments end KS1/KS2 results-moderated across the MAC.
C.	Improve identification of PP children in EYFS and KS1	Pupils eligible for PP in EYFS are identified quickly on entry. Ensure relevant information is obtained from parents to ensure eligibility checks can be carried out. Direct communication with parents- ensure they are clear of procedures during induction meetings.
D.	Social and emotional needs of pupils addressed.	Attitudes to learning will improve. Pupils will come to school ready to learn.
E.	Pupils eligible for PPG will participate in extracurricular activities and school trips.	Pupil Premium pupils attendance has improved and is close to the target expectation of 97%
F.	Increased attendance rates and punctuality for pupils eligible for PP.	Improve punctuality of PP pupils Reduce the number of persistent absences among PP pupils and overall attendance improves in line with rest of school..

5. Planned expenditure

**Academic year
2017-2018**

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?
A.Improve early language and communication skills for PP pupils in EYFS/KS1	TA 1-1 support given and small focus groups to support language development	Baseline indicates poor vocabulary and communication skills. Some pupils not meeting ELG for L&C skills.	Use of targeted TA/teacher support/small intervention groups- monitored by SLT	Class teachers/TAs	Termly
B.Improve attainment at ARE or above for PP children in all year groups. Ensure Previous low attaining SEND pupils eligible for PP reach at least ARE.	TA 1-1 targeted support given and small focus groups Experienced teacher half day per week working to give small group support at KS2 Booster groups/Sats resources.	NFER test results show some PP children not attaining in line with their peers and pupils with previous low attainment not reaching expected standard- especially at KS1. We want all of our PP children to achieve at least ARE.	Use of targeted TA/teacher support/small intervention groups- monitored by SLT Analysis of NFER tests Book scrutinies	Class teachers/TAs	Termly
C.Improve identification of PP children in EYFS and KS1	Review data collection methods and ensure parents understand the importance.	Early identification of pupils eligible for PP will ensure provision can be secured upon entry to school and no time is wasted.	Work with Bursar to review existing documentation and identify best ways of getting relevant information. Review induction information.	JK/BC/LB/KW	Termly

Total budgeted cost £4,380

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?
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<p>A.Improve early language and communication skills for PP pupils in EYFS/KS1</p>	<p>TA 1-1 support given and small focus groups to support language development</p>	<p>Baseline indicates poor vocabulary and communication skills. Some pupils not meeting ELG for L&C skills.</p>	<p>Use of targeted TA/teacher support/small intervention groups- monitored by SLT</p>	<p>Class teachers/TAs</p>	<p>Termly</p>
<p>B.Improve attainment at ARE or above for PP children in all year groups. Ensure Previous low attaining SEND pupils eligible for PP reach at least ARE.</p>	<p>TA 1-1 targeted support given and small focus groups Experienced teacher half day per week working to give small group support at KS2 Booster groups/Sats resources.</p>	<p>NFER test results show some PP children not attaining in line with their peers and pupils with previous low attainment not reaching expected standard- especially at KS1. We want all of our PP children to achieve at least ARE.</p>	<p>Use of targeted TA/teacher support/small intervention groups- monitored by SLT Analysis of NFER tests Book scrutinies</p>	<p>Class teachers/TAs</p>	<p>Termly</p>
<p>C.Improve identification of PP children in EYFS and KS1</p>	<p>Review data collection methods and ensure parents understand the importance.</p>	<p>Early identification of pupils eligible for PP will ensure provision can be secured upon entry to school and no time is wasted.</p>	<p>Work with Bursar to review existing documentation and identify best ways of getting relevant information. Review induction information.</p>	<p>JK/BC/LB/KW</p>	<p>Termly</p>

D.Social and emotional needs of pupils addressed.	Review provision. Involve relevant professionals Review rewards/sanctions Implement nurture/self-esteem groups. Breakfast group	Identified pupils are not ready to learn when they come to school. Improved social and emotional states will improve their own attainment and attitudes to learning.	Use of 1-1 support – early morning breakfast club. Liaise with parents/professionals Review strategies each half term	LB/BC/TC Class teachers	Half termly
Total budgeted cost					£6,200
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?
E.Pupils eligible for PPG will participate in extracurricular activities and school trips.	Trips/clubs costed and paid for by school	PP pupils do not always have the opportunities to participate in a wide range of extracurricular clubs and activities/trips.	Review of clubs/trips currently attended. Review and discuss with parents	BC& LMB	Termly
F.Increased attendance rates and punctuality for pupils eligible for PP.	LB/BC monitor pupils and follow up quickly any absences. Parents contacted for meeting. Monitor PP attendance and non-PP attendance on half-termly basis or as needed. Monitor punctuality.	Pupil's attainment and progress will be affected negatively if pupils do not attend regularly or are late.	Attendance reports half-termly and pupils tracked closely. Regular contact with parents.	BC/LB/JK Class teachers	Half termly
Total budgeted cost					£1300

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
A.Improve early language and communication skills for PP pupils in EYFS/KS1	TA 1-1 support given and small focus groups to support language development	GLD end of Reception was 88% PP achieved GLD and early learning goals for C&L % achieving ELG for Listening & attention- 88% Understanding- 88% Speaking 88% KS1- PP did not achieve ARE at end KS1 (SEND needs) Phonics- 88% (no PP in Year 1)	Identify pupils eligible for PP also with SEND needs earlier so interventions can have maximum impact. Continue with approach.	Resources: £330 TA Support: £2932
B.Improve attainment at ARE or above for PP children in all year groups. Ensure Previous low attaining SEND pupils eligible for PP reach at least ARE.	TA 1-1 targeted support given and small focus groups Experienced teacher half day per week working to give small group support at KS2 Booster groups/Sats resources.	End KS 2 results- PP child previous low attainer reached ARE in all areas. PP previous middle attainer achieved greater depth in reading and grammar and ARE in maths and writing. Cohort 100% all areas at least ARE PP 100% all areas at least ARE KS2 – All PP children reached ARE in reading writing but not all did for maths	Continue approach. More analysis/focus on children eligible for PP reaching GD. Analyse maths achievement of PP across school.	Resources for SATs: £300 TA/Teacher support/ SATs boosters £4186

C.Improve identification of PP children in EYFS and KS1	Review data collection methods and ensure parents understand the importance.	Pupils identified earlier and communication with parents clearer. One more identified than previously.	Need to continue and continually review approaches.	-----
Total Budgeted Cost				£7748
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
A.Improve early language and communication skills for PP pupils in EYFS/KS1	TA 1-1 support given and small focus groups to support language development	GLD end of Reception was 88% PP achieved GLD and early learning goals for C&L % achieving ELG for Listening & attention- 88% Understanding- 88% Speaking 88% KS1- PP did not achieve ARE at end KS1 (SEND needs) Phonics- 88% (no PP in Year 1)	Identify pupils eligible for PP also with SEND needs earlier so interventions can have maximum impact. Continue with approach.	TA support: as above

<p>B.Improve attainment at ARE or above for PP children in all year groups. Ensure Previous low attaining SEND pupils eligible for PP reach at least ARE.</p>	<p>TA 1-1 targeted support given and small focus groups Booster groups/Sats resources.</p>	<p>End KS 2 results- PP child previous low attainer reached ARE in all areas. PP previous middle attainer achieved greater depth in reading and grammar and ARE in maths and writing.</p> <p>Cohort 100% all areas at least ARE PP 100% all areas at least ARE</p> <p>KS2 – All PP children reached ARE in reading writing but not all did for maths</p>	<p>Continue approach. More analysis/focus on children eligible for PP reaching GD. Analyse maths achievement of PP across school.</p>	<p>As above</p>
<p>C.Improve identification of PP children in EYFS and KS1</p>	<p>Review data collection methods and ensure parents understand the importance.</p>	<p>Pupils identified earlier and communication with parents clearer. One more identified than previously.</p>	<p>Need to continue and continually review approaches.</p>	<p>----</p>
<p>D.Social and emotional needs of pupils addressed.</p>	<p>Review provision.</p>	<p>Improved communication with parents/professionals. Regular breakfast which helped with punctuality and readiness to learn. Nurture groups improved self-esteem/confidence Improvements were made in their attitude to learning which affected their small steps progress although not all reached ARE. 50% reached at least ARE in Y4/Y5- one GD in reading.</p>	<p>Continue if need arises Earlier identification and intervention needed</p>	<p>£2932</p>

Total Budgeted Cost				£2932
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
E.Pupils eligible for PPG will participate in extracurricular activities and school trips.	Trips/clubs costed and paid for by school	All pupils were given opportunity to participate in extracurricular activities- this increased their confidence and social skills. Pupils were funded to ensure they participated in residential.	Continue approach to fund	£500 £500 £200
F.Increased attendance rates and punctuality for pupils eligible for PP.	LB/BC monitor pupils and follow up quickly any absences.	Impact varied. One child's punctuality and attendance improved- parents engaged and supportive. One child had some impact in terms of punctuality but not attendance- parents difficult to engage even with LST/family support worker.	Continue approach. Monitor attendance more frequently- every two weeks. More frequent reviews with parents to offer support/advice.	----
Total budgeted cost				£1200
Total budgeted cost				£11,880

7. Additional detail

