

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

Painsley Catholic Academy

Date of Policy: September 2018
Updated:

Member of Staff Responsible: Lisa Boland

Executive Headteacher: Bernadette Corbett

Approved by the Academy Representatives
Nominated Academy Representative:

Date of Policy Review:

Pupil Premium Strategy Statement

1. Summary information	
School	St Mary's Catholic Primary
Academic Year	2018/2019
Total PP budget	£10,560
Date of most recent PP Review	November 2018
Total number of pupils	102
Number of pupils eligible for PP	8
Date for next internal review of this strategy	July 2019 plus termly review

2. Background Information
<ul style="list-style-type: none"> The number of pupil Premium Pupils at St Mary's is 17%. The LGB named Governor for PP monitors the Executive Head/Head of School and the SENCO in their implementation and review of PP Strategies. The school will be working closely with other schools across the MAC to promote effective use of funds in order to ensure that differences in performance between PP pupils and non PP pupils is diminished

3. School Context
Published Data indicates the following:
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4. Current attainment 2018 Data	
	<i>Pupils eligible for PP (your school) School –all data in brackets</i>
Progress	All Pupils: KS2 Reading: +6.5 Writing:+4.2 Maths:+5.9 PP Pupils: Reading: +13.8 Writing: +10.5 Maths:+6.1
Attainment	All Pupils: Reading: 100% Writing: 100% Maths :100% PP Pupils Reading 100% Writing :100% Maths : 100%
Attendance (FSM figures)	All Pupils: 96.3% PP: 94.4%

5. PP evaluation
Refer to Evaluation document of plan 2017/18

6. Barriers to future attainment (for pupils eligible for PP)

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

A.	Performance of SEND disadvantaged pupils
B.	Development of Literacy and Numeracy skills for disadvantaged pupils
C.	Development of wider opportunities for disadvantaged pupils
D.	Difficulty in identifying PP pupils in EyFS and Key Stage 1 due to universal free school meals /pupils not targeted as early as they could be.

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

E	Attendance of disadvantaged pupils at school.
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7. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further improve attainment and progress of SEND disadvantaged pupils	SEND disadvantaged pupils to perform at least in line with all non-disadvantaged SEND pupils nationally.
B.	Further improve outcomes for all disadvantaged pupils particularly in English and Maths	To perform at least in line with all disadvantaged nationally
C.	Development of wider opportunities for disadvantaged pupils	Disadvantaged pupils to access a greater range of enrichment activity/ educational visit /nurture /positive play
D.	Improve identification of PP pupils in KS1	Pupils eligible for PP in Early years are identified quickly on entry.
E.	To further improve attendance for disadvantaged pupils	Disadvantaged pupils to attend at least in line with all non-disadvantaged pupils nationally.

Leadership & Management

Aim:

Supporting the pastoral care and academic progress of disadvantaged pupils in our care

Strategy

**To be part of an effective Pupil Premium Team across the MAC
 Staff identified to promote pastoral care for all pupils and especially our pupils that are disadvantaged.
 Staff to attend and contribute to MAC network meetings to promote progress and transition School
 Pupil Premium lead/Head of School to promote and quality assure effective use of pupil premium funds
 Early identification of pupils entitled to PP funding in EYFS.**

Allocated Funding: £300

**Staff Lead Mrs L Boland (Head of School)
 Mrs B Corbett Executive**

Governor: Ms B Ash

Actions	Cost	Monitoring & Evaluation	Impact
Pupil Premium Team Meetings		Pupil premium Meetings (termly) Termly Review Action plan and review of action plan, including review and update at Local governing body and Director level, regarding strategies, targets and outcomes. Termly contact with parents/ pupils.	Disadvantaged pupils to make progress in line with or above non-disadvantaged pupils (in school and Nationally), especially in English and Mathematics. Disadvantaged pupils to be supported to make progress, with individuals needs addressed, especially in English and Mathematics.
Staff to attend MAC Disadvantaged Network meetings to take place termly to share good practice across the MAC and promote transition for disadvantaged pupils.		Termly review meetings to share good practice including annual transition meeting for disadvantaged pupils.	Disadvantaged pupils to make progress in line with or above non-disadvantaged pupils (in school and Nationally), especially in English and Mathematics
PP Lead to support and monitor outcomes for PP and produce PP plan with SLT. Plan to be focussed in line with school priorities for disadvantaged pupils including successful transition at key points from EYFS from Y2 and at Y5 /6 prep for High School and continuation of		Termly Pupil premium meetings Action plan and review of action plan. Identification of successful strategies through transition meetings. Dedicated transition programme for disadvantaged pupils/liaison between staff and support staff.	Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally Dedicated transition programme to allow smooth and effective transition of pupils through primary key transition points into secondary.

successful strategies, promoting and raising the aspiration of our pupils.			
An effective and seamless transition programme to support disadvantaged pupils as they move from EYFS to KS1 and from KS1 to KS2 and from KS2 to KS3.	£300	Sharing informing from EYFS to KS1 to KS1- KS2 and KS2 – 3. Development of bespoke transition programme for individual pupils at all transition points. Parent and student voice at transition points Personal contact with appropriate personnel	Disadvantaged pupils to make progress in line with or above non-disadvantaged pupils in school and Nationally), especially in English and Mathematics. Disadvantaged pupils to benefit from a broad and balanced curriculum so that they benefit from all aspects of school life
Review data collection methods and ensure parents know the importance of applying for PP funding for their child.		Work with Bursar to review existing documentation and identify best ways of getting the relevant information. Review induction information.	Early identification of pupils eligible for PP will ensure provision can be secured upon entry to school and no time is wasted.

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Improve literacy and number skills for disadvantaged pupils

Strategy

Literacy Support

Pupil Premium funding is used to support disadvantaged pupils with literacy and numeracy difficulties. PP funding is used to improve the range of resources for intervention. Support the development of oral language skills for pupils eligible for PP in EYFS.

Continue to support the delivery targeted support for Pupil premium pupils.

Allocated Funding: £4186	Staff Lead Mrs L Boland (Head of School) Mrs B Corbett Executive Head		Governor: Ms B Ash
Actions	Cost	Monitoring & Evaluation	Impact
Disadvantaged pupils making progress with Literacy	Further resources catch up reading and writing programme	Completion of Reading /Writing tests and assessments. Track reading ages of all disadvantaged pupils. Analysis of literacy tests for disadvantaged pupils.	All disadvantaged pupils to raise performance to their reading ages. The proportion of reading ages to be at least in line with non-disadvantaged pupils in the school.
Further develop literacy skills for disadvantaged pupils through Vocabulary development, Reading and Writing. Particular support for early language development in EYFS.	Homework resources Booster resources Intervention – 1-1 /small group support in EYFS	Monitoring of Data from assessment points. Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA weeks, books and pupil voice.	To enhance literacy skills to further promote progress across all curriculum areas. Attainment and progress across whole curriculum mirrors that of English and Maths. Enhanced progress in literacy and numeracy skills has a direct impact on progress in other subject areas.
Further develop Numeracy skills for disadvantaged pupils Ensure pupils eligible for PP achieve in line with peers and above national figures.	Homework resources Booster resources Intervention	Monitoring of Data from assessment points. Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA weeks, books and pupil voice.	To enhance numeracy skills to further promote progress in all areas of Maths and across the curriculum

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Improve Outcomes for PP Pupils in curriculum areas including Mathematics and English

Access to learning equipment, strategies and resources to promote progress in subject areas

Strategy

Access to learning equipment, strategies and resources to promote progress in subject areas and especially those who are Higher Attainers and Special Educational Needs

Allocated Funding: £3174	Staff Lead Mrs L Boland (Head of School) Mrs B Corbett Executive Head		Governor: Ms B Ash
Actions	Cost	Monitoring & Evaluation	Impact
Allocations of funds to provide support at an individual and personalised level. Specific focus session on Disadvantaged pupils from all pupil groups but particular focus on SEND pupils.		Review of needs of particular PP pupils Termly evaluation completed by SENDCO/PP lead. Analysis of data from data starting points. Sharing of Good practice briefings to monitor and cascade successful strategies at Learning reviews Disadvantaged pupils progress to be a specific focus for lesson observations/ PDA week.	Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally Disadvantaged pupils to make progress in line with or above non-disadvantaged pupils (in school and Nationally), especially in English and Mathematics.
IEPs for identified disadvantaged pupils to be developed and used by staff to identify share and use strategies that are effective with individual pupils in all subject areas.		Termly review and update of IEPs through Pupil premium champion meetings, school and LGB review. SENDCO (with Eng and Maths lead) to monitor academic progress	Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim

Targeted support for PP pupils (Outdoor learning/Educational Visits/Enrichment)

Strategy

The full range of educational experiences to be made available to disadvantaged pupils to raise aspiration and opportunity for our pupils who are disadvantaged.

**Allocated Funding:
£1700**

**Staff Lead Mrs L Boland (Head of School)
Mrs B Corbett Executive Head**

Governor: Ms B Ash

Actions	Cost	Monitoring & Evaluation	Impact
Support is given to ensure that all pupils have full access to broad educational experiences, such as residential visits, retreat experiences, competing in sporting events and Music opportunities/lessons.	£1000- Educational Visits /Enrichment	Uptake of disadvantaged student on the range of experiences offered in school Pupil voice on extracurricular provision	All disadvantaged pupils to access at least 1 extracurricular activity or visit per year. Raised participation in educational visits/ experiences by disadvantaged pupils.
Support is given Gifted and Talented pupils through a programme of opportunities and activities across the curriculum (enrichment) e.g. visits to High School/transition events	Transport/resources £200	Analysis of data Evaluation of opportunities through Gifted and Talented strategies	High attaining disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally

Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Half term support and intervention/ Success Criteria and Homework

Strategy

To provide additional study facilities to Year 6 pupils to assist in SATs preparation.

To provide high quality feedback for pupils and effective homework opportunities

**Allocated Funding:
£700**

**Staff Lead Mrs L Boland (Head
of School)
Mrs B Corbett Executive Head**

Governor: Ms B Ash

Actions	Cost	Monitoring & Evaluation	Impact
Study support sessions are made available after school from November for provision of study resources for disadvantaged pupils. This is in addition to booster lessons within the school day	Y6 Booster Books Homework resources £700	Progress and attainment is monitored in Assessment weeks Attendance records at sessions to be monitored also.	Disadvantaged pupils provided with a base for support in revision and test techniques.
Provide Quality First Teach teaching and learning for disadvantaged pupils with a focus on use of Success criteria for lessons and home works to provide clarity on the development of skills and understanding. Booster to enhance quality first teach for identified pupils	TA in class every morning and some afternoons Enable quality guided focussed learning from clear success criteria and intervention to enhance mastery	Use of professional development weeks to monitor effective use of success criteria, lesson observations, pupil voice. Evaluation of impact through pupil voice, test results, book scrutiny, observation of practice.	Greater pupil understanding of how to develop their own learning and achieve success in internal assessment in order to prepare for external.
Effective use of homework opportunities to develop learning with effective feedback and follow up tasks	Booster/Homework Study Club	Use of professional development weeks to monitor effective use of homework Teachers to focus on those not completing homework.	Extended learning opportunities for disadvantaged pupils to reach target grades

Y6 study and revision books to focus on key skills and progression towards proficient test technique.			
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Quality of Teaching, Learning and Assessment / Outcomes for Pupils

Aim:

Improve achievement of PP pupils to ensure the attainment gap between PP pupils and other pupils within the school and nationally is diminished Including in Mathematics and English

Strategy

Data tracking is used rigorously across the whole school and identifies all underachieving pupils. This information will provide robust data to drive intervention support and improve outcomes in all subjects including Mathematics and English.

Allocated Funding:

Staff Lead Mrs L Boland (Head of School)
Mrs B Corbett Executive

Governor: Ms B Ash

Actions	Cost	Monitoring & Evaluation	Impact
Data Tracking systems are further developed to monitor and promote progress of disadvantaged pupils in preparation SATs		Disadvantaged pupils' progress to be a specific focus for lesson observations, book scrutinies, pupil voice Analysis of data using PAG .	Disadvantaged pupils tracked half-termly. Action plans to be completed to raise performance as appropriate.
Provision of study clubs for disadvantaged pupils to enable before and after school support.		Monitoring the use of study facilities through homework club	Promoted access of facilities for disadvantaged pupils to access resources to support independent learning.
Provision of high-quality interventions to support disadvantaged pupils to enable after school support.	Included in visits /enrichment section	Monitoring the use of study facilities through intervention records and performance of pupils through data points.	Promoted access of facilities for disadvantaged pupils to access resources to support accelerated progress.

Personal Development, Behaviour & Wellbeing

Respect

Aim:

TA PP Provision & Intervention

TA provide support to SEN PP pupils, the work is monitored and evaluated. Impact on student progress, attendance and personal development and wellbeing.

Strategy:

Provide a range of support for most vulnerable PP pupils to remove barriers to learning

Allocated Funding:
£500

Staff Lead Mrs L Boland (Head of School)
Mrs B Corbett Executive

Governor: Ms B Ash

Actions	Cost	Monitoring & Evaluation	Impact
Homework Club/Booster for Y6		In 2018/19 termly reports for uptake of homework and booster with review at Pupil Premium meetings	The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources and facility for the completion of independent study.
Provision of support and resources to meet individual needs of pupils. This may include learning resources/ uniform items, nutritional breakfast and other meals, uniform and travel support, where required.	£500	Termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.	The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources, uniform and travel support that may be barriers to learning

Personal Development, Behaviour & Wellbeing

Aim:

Improve achievement, attendance and well-being of KS1 and KS2 PP pupils

Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

Strategy

Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Monitor every two weeks (put on PDS system)

Allocated Funding:	Staff Lead Mrs L Boland (Head of School) Mrs B Corbett Executive Head	Governor: Ms B Ash
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Actions	Cost	Monitoring & Evaluation	Impact
<p>Pastoral Support to promote the attendance of disadvantaged pupils.</p> <p>Diminish differences between disadvantaged and non-disadvantaged pupils To promote inclusion for disadvantaged pupils.</p>		<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p>	<p>Disadvantaged pupils to improve attendance in school and aim to attend at 97%</p>
<p>JK to support the identification of Persistent absent pupils (and at risk of) with interventions and support applied to improve attendance for disadvantaged pupils so no one falls behind.</p>		<p>Attendance levels for all persistently absent disadvantaged pupils are checked and acted upon.</p>	<p>Disadvantaged pupils to improve attendance in school and aim to attend at 97%. Reduction in the proportion of disadvantaged pupils who are persistently absent in school.</p>

8. 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

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

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

9. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.