

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£41,200	Date of most recent PP Review	Sept 17
Total number of pupils	450	Number of pupils eligible for PP	30	Date for next internal review of this strategy	1/2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	62%	tbc
progress score in reading	92%	tbc
progress score in writing	75%	tbc
progress score in maths	71%	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional problems contributing to poor concentration and understanding
B.	Low attainment in Reading and Writing has a knock on effect on the child's learning across all subjects as well as their self esteem
C.	Low attainment in Maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Not all children are regularly heard read at home

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	1:1 or small group booster sessions for targeted PP children in maths, reading and writing delivered, in the first instance, in a termly block. If successful, further sessions will be used.	Children will make progress, as evidenced by standardised scores.

B.	Three children to take part in the Beanstalk reading project. They will receive 1:1 reading sessions for 30 minutes, twice a week.	Children will make progress, as evidenced by standardised scores. Children will gain confidence in reading.
C.	Targeted children will receive 1:1 counselling with a support worker from the YMCA.	Children will have improved levels of confidence, self esteem and self worth. Behaviour will improve. This will all be evidenced by observations, discussion with parents and the children themselves.
D.	Targeted children will work with the Emotional Literacy Support Assistant (ELSA) in small group or 1:1 sessions	Children will have improved levels of confidence, self esteem and self worth. Behaviour will improve. This will all be evidenced by observations, discussion with parents and the children themselves.

5. Planned expenditure					
Academic year		2017-18			
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?
For there to be no discernible gap between PP children and their peers in maths, reading and writing.	To review the attainment and progress of all pupils using the tracking and monitoring tools available in school.	It is in the interests of all pupils for attainment and progress to be thoroughly analysed regularly so that any gaps in learning may be bridged at the earliest possible opportunity.	Termly pupil progress meetings. Regular monitoring activities. Intervention support	Marianne Macdona Sarah Norville Suzanne Dorran	Termly
Total budgeted cost					£15000

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?
All children achieve in line with age related expectations.	Booster sessions Beanstalk reading 1:1 YMCA ELSA	For the PP children in our school, the highest level of need relates to SEMH issues. The support chosen will help those where there is an academic need as well as those who need a more pastorally supportive approach. Children cannot achieve academically if their social and emotional needs are not being met.	Plans need to be discussed with all stakeholders, including parents, pupils and Governors. Outcomes will be measured using standardised tests (where appropriate). Strategies will be monitored and reviewed each term. Training will be put in for key staff i.e. ELSA	Sarah Norville Marianne Macdona Suzanne Dorran	Each term
Total budgeted cost					£6000 Booster £642 Beanstalk reading £3000 YMCA £7500 ELSA
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?
No PP child to be unable to attend a residential due to cost	Funding provided for PP children to pay for residential trips	Cost is a prohibitive factor for many parents of PP children when it comes to school trips.	Head will discuss arrangements confidentially with parents of PP children.	Head	January 2018

No PP child to be prohibited from attending extra curricular clubs due to cost	Funding provided for PP children to attend their chosen club. Some funding available for childcare (Smarty Club) based on need.	PP children need the experience and enjoyment of extra curricular clubs. Funding should not be a prohibitive factor for them.	Head communicates the availability to PP parents at the start of the year.	Head	January 2018
Total budgeted cost					£9058

6. 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

Improved outcomes for children in Year 6	Group teaching	All PP children achieved or exceeded age related expectations at the end of year 6.	This approach worked very well. PP children achieved well. This approach will be continued in coming years.	£30,000
Improved phonics results for PP children	Booster classes Read Write Inc programme, including the 1:1 package	This did not have the desired outcome for all pupils.	Alternative strategies will be looked at in the coming 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
Children who require emotional support are seen by the Jigsaw 4 U worker	Employ a Jigsaw 4 U worker for one day per week	Some children reported improved feelings of self esteem.	Due to the needs across the school, the model proved not to be as effective as we had hoped. For the coming year we are looking at a slightly different model.	£10,250

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

<p>No PP child to be unable to attend a residential due to cost</p>	<p>Funding provided for PP children to pay for residential trips</p>	<p>Yes. This was a successful intervention.</p>	<p>This will continue next year.</p>	<p>£2,990</p>
<p>No PP child to be prohibited from attending extra curricular clubs due to cost</p>	<p>Funding provided for PP children to attend their chosen club. Some funding available for childcare</p>	<p>Yes. This was a successful intervention.</p>	<p>This will continue next year.</p>	