



## St Dominic's Catholic Primary School

### Pupil Premium Statement 2017-18

#### How was Pupil Premium Spent?

<p><b>Summary Information:</b></p> <p><b>Total Number on Roll: 59</b></p> <p><b>Total Number of Pupils Eligible for Pupil Premium: 12</b></p> <p><b>Budgeted Income: 21,700      Expenditure: 21,597</b></p>			
Pupil Premium Spending 2017-18			
In class provision	Withdrawal/Interventions	External support/resources.	Enrichment/Extra-curricular/Other
<ul style="list-style-type: none"> <li>Additional Teaching Assistant hours to provide focussed support for identified pupils.</li> <li>Target setting and pupil progress reviews take place to ensure that teachers have the time to identify need and plan intervention.</li> <li>Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points</li> </ul>	<ul style="list-style-type: none"> <li>Additional teaching time - Focussed Mathematics booster group sessions to help diminish differences with their peers and address their needs. These include: Pupil counselling, Toe by Toe, Dancing Bears, Stride Ahead, Rapid Writing and Reading.</li> </ul>	<ul style="list-style-type: none"> <li>Training for staff on interventions, developing strategies to improve writing and mathematics.</li> <li>Purchase of support materials e.g. Toe by Toe etc., for interventions.</li> <li>Educational Psychologist assessments</li> </ul>	<ul style="list-style-type: none"> <li>Pupil enrichment for attendance at fee paying extracurricular activities within school.</li> <li>Music lessons.</li> <li>Assistance with costs of trips and curriculum activities.</li> <li>Specific enrichment activities linked to sports, arts and culture E.G. Gymnastics, music lessons,</li> <li>Scouts subscriptions</li> <li>School meals.</li> <li>Milk</li> <li>Uniform</li> </ul>
What is the evidence and rationale for this choice?	What is the evidence and rationale for this choice?	What is the evidence and rationale for this choice?	What is the evidence and rationale for this choice?
Disadvantaged children are at risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and mathematical knowledge. Without this being addressed, through	TA's and teachers to work with children in small groups, 1:1 and within class on targeted support from CTG interventions planned by the teachers – see CTG folders in each class	Children from disadvantaged backgrounds can have emotional needs that impact on their learning. A counsellor offers support and guidance to help	Children from disadvantaged backgrounds often cannot afford additional expenses of enrichment activities.  Parents tell us that they would like their child to play an

<p>focused, first quality teaching, future life chances are put in jeopardy</p>	<p>Children from disadvantaged backgrounds often struggle with the basic core skills. If these gaps persist, the gap tends to widen in secondary school and life chances can diminish. This spend ensures that gaps in knowledge and skills in core subjects are closed and children make stronger progress and catch up</p>	<p>children's emotional needs and support times of crisis.</p> <p>Regular communications with counsellor and families to ensure that the service is offering the children's needs and support required.</p> <p>Regular communication with parents of children who have attachment issues. Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning</p>	<p>instrument and welcome the opportunity that this offers.</p> <p>Children from disadvantaged backgrounds often cannot afford the additional expense of trips, including a 5 day residential trip.</p>
<b>Expenditure</b>	<b>Expenditure</b>	<b>Expenditure</b>	<b>Expenditure</b>
<b>£17,500</b>	<b>£1,500.00</b>	<b>£650.00</b>	<b>£1947.23</b>
<b>Impact</b>	<b>Impact</b>	<b>Impact</b>	<b>Impact</b>
<p>Data indicates that large majority of disadvantaged pupils made at least expected progress in reading, Writing and Mathematics this year</p> <p>In 2017-18 pupils entering reception were assessed to see if they were working below their typical starting points and if there are any additional needs. Typically, progress is good across EYFS from their starting</p> <p>All staff released for allotted time to evaluate pupil progress and plan intervention support</p>	<p>Pupil survey indicate that disadvantaged children, including those who have been in care have said that they feel safe and know their targets.</p> <p>The majority exhibit appropriate learning behaviours in school</p> <p>Parent governor questionnaire provides evidence that Parent &amp; carers feel that their children are being well supported in school. (Autumn 2018)</p> <p>Staff have strategies to support &amp; engage pupils, including those with additional needs.</p>	<p>Children requiring emotional support had therapeutic time, support with the SENCo or time with the Educational Psychologist to address specific needs. No disadvantaged child was excluded.</p> <p>Staff were given expert training &amp; advice on how best to support their pupils. Pupils were well supported according to their needs and in turn show positive attitudes to learning and make good progress.</p> <p>No child has been excluded.</p>	<p>Disadvantaged children have the same opportunities to develop new skills and experiences as their peers. E.g Music lessons, attend clubs</p> <p>Children enjoyed a range of activities to wider their horizons and increase self-confidence. Children had full access to the wider curriculum; providing first hand experiences to support their learning and deepen understanding. No child was unable to attend school trips or residential.</p>
<b>Achieved in 2017- 18</b>	<b>Achieved in 2017- 18</b>	<b>Achieved in 2017- 18</b>	<b>Achieved in 2017-18</b>

### Attainment for 2017-18

1/3 of Pupil Premium are also SEN and this impacts on Attainment data.

<b>Attainment for 2017-18: Pupils working at the expected standard for their year group</b>	<b>Pupils eligible for PP = 12</b>
% achieving expected standard or above in Reading	75%
% achieving expected standard or above in Writing	58%
% achieving expected standard or above in Mathematics	58%
% achieving expected standard in Reading, Writing and Mathematics	58%
<b>Progress for 2017 18: Pupils making at least expected progress in academic year.</b>	<b>Pupils eligible for PP = 12</b>
	Please note: 2 pupils new to school in year and so progress data based on 10 pupils not counted in progress information
% achieving at least expected progress in Reading	80%
% achieving at least expected progress in Writing	80%
% achieving expected progress in Mathematics	100%
% achieving expected progress in Reading, Writing and Mathematics	70%