

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Saint Mary's Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£38,580	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	36	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment – Key Stage Two		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	66%	60%
% making progress in reading	66%	71%
% making progress in writing	66%	79%
% making progress in maths	66%	75%

Current attainment – Key Stage One		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS in reading	75%	78%
% achieving EXS in writing	50%	70%
% achieving EXS maths	38%	77%

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.	Raise Online show lower ability Pupil Premium children are not reaching age related expectations in end of key stage assessments.				
B.	High Ability children are not always reaching greater depth by the end of Key Stage 2.				
C.	Higher percentage of disadvantaged children are not achieving EXS in maths and writing.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Parental Engagement is often a problem with Pupil Premium children and this has a particular impact on reading and early language development.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2 in maths, reading and writing. Measured in y3, 4, 5 by teacher assessments and in year 6 through end of key stage assessments.			
B.	Higher rates of progress and attainment across KS2 for Pupil Premium Children.	Pupils eligible for PP make as much progress as those who are not in reading, writing and maths. This will then increase the number who subsequently achieve expected in end of key stage assessments.			
C.	Higher rates of progress for disadvantaged children in KS1 maths and writing.	Pupils eligible for PP in Key Stage One make expected progress in maths, in line with those who are not.			
D.	Early Language/reading development in YR and Y1	Data from the previous year shows that disadvantaged children did not achieve as well in the phonics screening check.			
5. Planned expenditure					
Academic year	2016/17				
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?
Further development of REAL projects and peer critique.	Staff training in REAL projects and critique.	It has been shown that REAL projects and critique have raised expectations for all children allowing all children to make increased levels of progress. We will continue to embed the principles in time and invest resources in allowing staff to become	Through EOS peer to peer review the implementation of these principles is regularly monitored and support put in place to ensure that it is done effectively.	SLT Team Groups	Jan 2017

		more confident in planning and delivering REAL projects.			
<b>Total budgeted cost</b>					£2500
<b>ii. Targeted support</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>
Improved progress for PP children increases the number achieving expected levels of attainment.	Paying for Mrs Krupska to support PP children in or out of the classroom each morning as directed by class teachers.	Some of the children need targeted support to catch up or consolidate areas in which they are less secure.	Timetable for Mrs Krupska is planned alongside DHT and SENCO and each intervention programme is then monitored on a half termly basis for its impact.	Class Teachers HLTA SENCO	Half Termly.
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Use of small group sessions in maths for higher attaining pupils with class teacher/teaching assistants in addition to the standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions will allow for those children to be challenge in specific areas.	Impact overseen by Maths and Literacy co-ordinators.  Liaison time to allow for discussion of progress of these pupils.		March 2017
Higher rates of progress and attainment across KS2 for Pupil Premium Children.	Targeted intervention programmes ran by HLTA in addition to standard lessons.	We want to provide small group interventions led by HLTA in addition to the work that currently takes place in the classroom.	Impact overseen through termly progress checks carried out by assessment leads.	DHT HLTA	Half Termly
Development of oral language and early reading skills in YR and Y1.	Purchase Wellcomm and Coloured Semantics programmes.	It has been identified that an ever increasing amount of our children are coming into school without a sound grasp of early literacy. It is believed that by purchasing and implementing these support programmes we will be able to have a sustained impact on these skills.	Impact overseen by class teachers.	YR Team	Jan 2017
<b>Total budgeted cost</b>					£20000
<b>iii. Other approaches</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>

Ensuring that all children are taught by the class teacher for equal amounts of time. Where intervention is required it is carefully planned and the impact monitored.	Through Mobilise project (EEF) we will review our use of additional adults in school.	Mobilise is a national research project designed to look at the effective use of TA's in schools.	Increased levels of attainment/progress for all pupils.	DHT & SENCO	July 2017
Higher rates of progress for children working below ARE in reading.	Continued investment in the 'Reading Recovery Programme' which targets those children currently working below ARE expectations in Reading.	This programme of work is proven to support those children who are working below ARE expectations in Reading.	Monitoring by HLTA, SENCO and literacy lead.	HLTA (JM)	June 2017
Investing in the emotional well-being of children so that they can achieve their full potential.	Employ 2 Social and Emotional Well-being mentors to oversee this area and provide support where required. In addition we will pay for an additional adult to provide a lunchtime nurture group.	Increased numbers of pupils in school requiring Social & Emotional intervention, particularly those who are disadvantaged. This impact on their learning and thus the progress they are able to make.	Repeated monitoring of the children accessing support and the impact this has.	HT SENCO HW & SK	July 2017
	Funding for educational visits for some pupils to support holistic learning and development, particularly where the visits are related to the REAL project.				
<b>Total budgeted cost</b>					£16000

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
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

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>