

Pupil premium strategy statement (primary)

1. Summary information					
School	Saint Mary's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£39,600	Date of most recent PP Review	n/a
Total number of pupils	214	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Jan 2018

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	15%	%
Reading progress score and scaled score.	%	%
Writing progress score and % achieving the expected standard.	%	%
Maths progress score and scaled score.	%	%

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	33%	78%
% achieving EXS in writing	33%	70%
% achieving EXS maths	33%	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.	A number of pupils in current year 1 & 2, have not developed decoding skills in line with other pupils which will slow their progress in reading and across the curriculum in subsequent years.				
B.	A number of our Pupil Premium children have specific learning difficulties, this is particularly the case in current year 3 and 4.				
C.	Some pupils' attitudes to learning often limit the progress they can make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focused when learning is challenging.				
D.	Pupils in year 5 & 6 have struggled to keep pace with the demands of the new curriculum, this has been compounded by the fact they have only worked on the new curriculum for 2 years to date.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Parental Engagement is often a problem with Pupil Premium children and this has a particular impact with children not reading regularly at home, practising spellings and completing homework.				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Improved attainment and progress in reading, particularly at the end of Y1 & Y2.			PP pupils' reading attainment and completion of Phonics Screen at end of Y1 is in line with other pupils nationally. Y2 PP pupils make accelerated progress in reading to catch up with their peers.	
B.	Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level.			PP pupils make progress in line with other pupils based on their starting points.	
C.	Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.			PP pupils make progress in line with other pupils in order to meet end of year expectations.	
D.	Improved attainment and progress for children eligible for PP at the end of KS2.			Pupils eligible for PP make as much progress as 'other' pupils identified, across KS2 in maths, reading and writing.	
E.	Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE.				
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?

D: Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.	School values to be revisited and child friendly ones established to support pupils with their attitudes to learning. Behaviour mentors can then be used to support those who are failing because of their own attitude to their learning.	NFER briefing says most important building block is ethos of high attainment for all pupils. EEF toolkit for meta-learning show high impact for little cost.	Year-long, whole school focus on values. School chaplain will provide support for the development of values across the school alongside SLT.	GW SOL HW/SK	JAN 2018
A: Improved attainment and progress in reading, particularly at the end of Y1 & Y2.	Review of sequence of phonics teaching and intervention with an increased focus on resources and teaching styles to match the needs of PP.				
A: Improved attainment and progress in reading, particularly at the end of Y1 & Y2.	Improve approach to teaching reading comprehension.	Three EEF shows that there is extensive evidence that developing approaches to reading comprehension improves outcomes in reading, especially for pupils aged 8+	Accurate assessment of children and targeted intervention for those not meeting ARE.	English Leader	July 2018
Total budgeted cost					£2500
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?
A: Improved attainment and progress in reading, particularly at the end of Y1 & Y2.	Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-3.	We have highly skilled TAs and want to use them to deliver daily intervention programmes such as Switch On reading which have previously shown impact. The EEF have published evidence that TAs have been effective delivering structured, planned interventions with training.			Dec 2017
B: Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level.	Additional Teaching Assistant to be employed in the mornings to provide additional support to those PP children who have additional needs.	A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress.	AK to have a carefully planned out timetable which will be reviewed on a half-termly basis.		Oct 2017

Pupils in year 5 & 6 have struggled to keep pace with the demands of the new curriculum, this has been compounded by the fact they have only worked on the new curriculum for 2 years to date.	Additional support with a qualified teacher for those children who have fallen behind their peers.	NFER suggests that deployment of most skilled staff to pupils who need most support to catch up is a key building block. We will look to provide additional teaching time during the spring term with a qualified teacher.	1:1 booster sessions for PP children with a qualified teacher.		Dec 2017
D: Improved attainment and progress for children eligible for PP at the end of KS2.	Computer based additional support for those children who are not on track to achieve ARE.	A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress.	Subscribe to an on-line intervention programme and use PP funding to pay for TA supervision of an afterschool homework club.		Dec 2017
Total budgeted cost					£20000
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: Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE.	For parents of children in EYFS and Y1 in-particular provide information sessions and possibly training on the teaching of reading and phonics.	EEF has suggested that it is easier to engage parents of younger children in their learning. We hope that by doing this we will foster a lasting legacy as they move through the school	Training sessions for parents to be planned in for the autumn term. If successful, these can be replicated higher up the school.	HC, SH, JL	
D: Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.	Focused monitoring of attendance and punctuality for PP children.	NFER briefing for school leaders identifies the importance of ensuring attendance at school to enable children to learn.	Look to extend the BIO room to 5 days a week and monitor the impact.	MH	Dec 2017
D: Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.	Provide children with positive experiences through REAL projects and educational visits.	Children need real life experiences of the curriculum in order to engage them in learning so that they can achieve their best. This is particularly important in writing where they need an experience of what they are being asked to write about.	Where funding is required for PP children to attend trips this will come from PP budget.		
Total budgeted cost					£16000

6. Review of expenditure				
Previous Academic Year		2016-2017		
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 £9000
Further development of REAL projects and peer critique.	Staff training in REAL projects and critique.	<p>We have successfully embedded REAL projects across all year groups and this has had a positive impact on the learning of all children.</p> <p>In-particular, PP children have benefitted from this approach to learning as the immersion in the project has provided the stimulus needed for high quality writing. As a result, we have seen a significant improvement in the writing of our PP children across all year groups.</p>	<p>We will continue with this approach using support from EOS, and through our Review we will look to further develop the use of REAL Projects, Peer Critique and Multiple Drafts.</p> <p>Staff teams will be set up and relevant support given in order to ensure that we are continually monitoring the impact of these approaches on all children.</p>	
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 £20,000
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.	<p>High – Progress made by Pupil Premium children in KS1 has been good.</p> <p>Class teachers have seen increased confidence amongst PP children in KS1 compared to their peers which has enabled them to make better than expected progress.</p>	<p>Progress in KS1 is not reflected by attainment in KS1 SATs where children have significant SEN, medical needs and other barriers to learning.</p> <p>Children who lack confidence/require more targeted support must be identified earlier in order to ensure the gap between them and their peers is not allowed to grow.</p>	
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.			

Higher rates of progress and attainment across KS2 for Pupil Premium Children.	Targeted intervention programmes ran by HLTA in addition to standard lessons.			
Development of oral language and early reading skills in YR and Y1.	Purchase Wellcomm and Coloured Semantics programmes	Programmes have been implemented and these allowed for targeted support of those children who arrived in school significantly behind their peers.	Low starting points have had a significant impact on end of year GLD. We will need to ensure intervention is put in place from earlier on in EYFS.	
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
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.	High – Daily liaison time has been successful in ensuring that CT and TA plan targeted intervention for those children not currently on track.	PP children may need more frequent review as part of Pupil Progress meetings with Subject Leaders.	
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.	Medium – Reading recovery programme is now embedded across the school. Mrs Mackey monitors the use of the programme.	Class Teachers now need to be part of the planning and assessment of these intervention programmes so that they are more aware of the effectiveness.	
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.	High – Social and Emotional well-being coordinator role has been established and good practice already seen to be taking place. Number of children using Retreat room has greatly decreased this academic year. BIO room has been highly effective and well received by those children who are using it. It has provided a safe place for vulnerable children to go at lunchtimes.	Attitudes to Learning – Behaviour mentors will focus more on children's attitudes to learning and why this may lead to slower than expected progress and/or poor behaviour for learning. Is it possible for this to be 5 lunchtimes a week? Can we be more flexible with the children using it?	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk