

Saint Mary's Catholic Primary Academy Pupil premium strategy statement

1. Summary information					
School	Saint Mary's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£34,000	Date of most recent PP Review	n/a
Total number of pupils	206	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Dec 2019

2. Current attainment – Key Stage Two				
	Pupils eligible for PP (your school) NB – only 2 children		Pupils not eligible for PP (school/national average)	
% achieving in reading, writing and maths	NA		69%	64%
Reading progress score and scaled score.	-3.05	91%	105/+1.9	105
Writing progress score and % achieving the expected standard.	+4.48	50%	78%/+2.3	78%
Maths progress score and scaled score.	+2.72	98%	104/+0.7	104

Current attainment – Key Stage One		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) (17)
% achieving EXS in reading	57%	76%
% achieving EXS in writing	57%	68%
% achieving EXS maths	57%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Some pupils' attitudes (including those eligible for PP) to learning often limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging. This is a particular issue in current year 5.
B.	A number of our Pupil Premium children have specific learning difficulties, this is particularly the case in current year 3 and 4.
C.	Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.
D.	Oral language skills in Reception are often lower for pupils eligible for PP than other pupils, which hinders their phonics attainment and slows their reading progress in subsequent years.

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

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.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have opportunities to talk about worries and issues affecting them Pupils' wellbeing enables school to provide support for children. Reduction in behaviour incidents and increase in engagement following support. Year 5 boys show a more positive approach to their learning.	PP pupils make progress in line with other pupils in order to meet end of year expectations. There is a noticeable reduction in the number of behaviour incidents involving year 5 boys recorded on CPOMS.
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 Foundation Stage.	Pupils eligible for PP make as much progress as 'other' pupils identified, across FS in order to achieve GLD
E.	Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE. Pupils are encouraged and supported to complete home-learning tasks that support improved progress.	Parents have access to school assessment system so that they can see what their child has achieved and the next steps in their learning. School has regular communication with parents to suggest ways in which their learning can be supported at home.

5. Planned expenditure					
Academic year		2018/19			
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?
C: 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.	DN SOL HW	JAN 2018 Staff costs £1,800
A: Pupils have opportunities to talk about worries and issues affecting them Pupils' wellbeing enables school to provide support for children. Reduction in behaviour incidents and increase in engagement following support. Year 5 boys show a more positive approach to their learning.	School to use Futures in Mind to provide emotional support for targeted children and families. Futures in Mind to also work with staff to address issues within the classroom.	Nfer briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of home work and opportunity to help identify underlying issues. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom.	Futures in Mind – 10 days' support Emotional Well-being coordinator in school.	DN, HC, HW, JM	Dec 2018 Futures in Mind £4500 Staff costs £3,615
D: Improved attainment and progress for children eligible for PP at the end of Foundation Stage.	Foundation Stage staff to continue to develop early reading and phonics following school model.		CPD for Foundation Stage staff as required.	JL, DP	CPD £500

			Close monitoring of teaching and learning in Foundation Stage.		
Total budgeted cost					£10,415
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.	Interventions reviewed on a termly basis. Use of the 'white form' allows us to see the impact of each intervention on the children's progress. Mrs Mackey to review progress on a termly basis.		Dec 2017 Staff Costs £14 769
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.		July 2019 Staff Training on Personalised Learning £1000
B: Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level.	Pupil Premium Children with Specific Additional Needs are put in for ECHP assessments.	A more focused/individual approach to learning has benefited these children in the past and enabled them to make more rapid progress.	Are we successful in gaining ECHP's for these children? How well do we use additional funding to support their needs?		Staff time for application process. £1000 One to One TA support £ 3000

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 My Maths Subscription £400
Total budgeted cost					£20,169
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. Introduce Parental Logins for FROG so that all parents can see what objectives their children are currently working on.	HC, SH, JL	FROG subscription
C: 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.		MH/DN	Dec 2018 Futures in Mind £4500
C: 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.		Futures in Mind £4500 Mentoring for children using Inspire+ £500 Curriculum engagement support £1400

E - Pupils are supported to complete home-learning tasks.	Parents have access to school assessment system so that they can see what their child has achieved and the next steps in their learning. School has regular communication with parents to suggest ways in which their learning can be supported at home.	Practise is essential for pupils to master the concepts taught. Most pupils at Saint Mary's complete homework and this is reflected in their good progress. EEF Toolkit suggests homework can be effective (and we have reviewed our policy and provision) and pupils do better in schools when homework is set regularly and, more importantly, completed.	Provide opportunities for children to complete Home learning within the school day. My Maths to be used so that children require no adult support at home to be able to complete their homework.	Learning and Pastoral Mentor	Feb 2018 Staffing costs £2398 My Maths Subscription £400
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Total budgeted cost £4,298

6. Review of expenditure

Previous Academic Year		2017-2018		
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
Improved attainment and progress in reading, particularly at the end of Y1 & Y2.	Whole school review of reading and parental engagement in reading. Use of additional TA hours to support reading.	% of PP children achieving expected standard in reading rose from 33% to 57%. % of PP children passing the phonics screening check also rose to 75%. These figures are in line with a school improvement in reading/phonics data meaning that we met the success criteria laid out at the beginning.	Whole school approach to reading has been successful. <ul style="list-style-type: none">• Parental feedback shows that they appreciate the booklets that go home to suggest reading activities.• Whole class guided reading (VIPERS) has been extremely successful.• Use of AK in KS1 to put in place early interventions has allowed us to ensure children have a secure understanding of basic phonic/reading skills.• Time invested in the teaching of phonics has had a huge impact.	
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

Children with specific learning difficulties are supported effectively to ensure that they continue to make progress at their own level.	<p>Use of a Teaching Assistant in each class.</p> <p>Review of interventions and how these are planned.</p> <p>Additional PP TA hours for those specifically behind.</p>	PP children continue to make good progress with an increased % of them now achieving ARE at the end of each key stage. Where they don't achieve ARE we are able to demonstrate that they have made good progress.	<ul style="list-style-type: none"> Continue to use a TA dedicated to PP children so that we can provide early interventions in KS1. Provide further training for staff on the importance of a personalised curriculum. Continue to plan interventions in teams, so that they are short, meaningful and target driven. 	
Attitudes to learning, levels of resilience and independence are improved for PP children, particularly in mathematics.	<p>Use of REAL projects.</p> <p>Resilient ME</p>	<p>PP children continue to make good progress with an increased % of them now achieving ARE at the end of each key stage. Where they don't achieve ARE we are able to demonstrate that they have made good progress.</p> <p>Use of REAL projects engages children and allows children to focus on the features of writing and not the content.</p>	Resilient ME workshop was enjoyed by all – in the future look at a more sustained approach to values and skills using whole school values across the whole academic year.	

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
Improved attainment and progress for children eligible for PP at the end of KS2.		<p>PP children made good progress compared to their peers. Whilst this wasn't reflected in their attainment, the children had specific learning difficulties.</p> <p>Whole school approach to Guided Reading/Home Reading has had a positive impact across the school. We will see the continued benefits of this in the coming years.</p>	We need to identify Pupil Premium children who have specific difficulties earlier and use targeted support in KS1 to ensure they don't fall behind their peers. This has been effective so far and we will start to see the benefit in KS2 over the coming years.	
Parents of pupil premium children have an increased understanding of what support their child needs in order to achieve ARE.		Where the child has SEN then parents are fully informed of progress/attainment on a regular basis through review meetings.	<p>Consider PP review meetings on a termly basis.</p> <p>Consider a PP champion so that we are 100% sure that all PP children are making progress in line with their peers.</p>	

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