



Pupil premium strategy statement: St. Mary's RC Primary School

1. Summary Information					
School	St. Mary's RC Primary School				
Academic Year	2017/18	Total PP Budget	£55,880	Date of most recent PP Review	N/A
Total number of Pupils	173	Number of pupils eligible for PP	33 PP/Ever6 30 Service	Date for next internal review of this strategy	January 2018

2. Current attainment		
	Pupils eligible for PP (4)	National average progress
% achieving the Expected standard for reading, writing and maths (KS2)	25 %	61 %
Progress score for Reading	+0.23	+0.33
progress score Writing	-4.22	+0.17
Progress score for Mathematics	-0.46	+0.28

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	Although most parents are supportive and clearly work well with school, a small minority show a lack of understanding around the importance of home support which they can provide. This means that some children do not read at home or do homework in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development.
B	Improving target setting, monitoring and use of interventions, particularly those with starting points that are below that of peers/expected progress
C	Social and emotional support to meet identified learning needs of PP pupils/ Attendance
D	Low numbers of PP in school and year groups mean that it is more difficult to target specific year groups and support staff in these areas/ Higher rates of progress across KS2 for high attaining pupils eligible for PP

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Develop the engagement with parents through work done with and school events. Engage with more reluctant parents. Deliver information meetings to show how they can work with their child. Hold events after school where child and parents work together on activities which would support their child. Where children are not reading at home, invest in working individually with these children regularly during the week. Consider the use of out of school clubs which would allow some of this work to take place.	Parents feel more engaged with school and the value it can give to their child. Parents are supported in how they can help their child at school and this is developed in a workshop capacity. Parental feedback data Attendance at curriculum events / parents evenings Levels of after school activity involvement
B	Continue to train staff/support staff so they are able to deliver a high quality intervention to a group of children across the school/key stage. Further develop the staff who can deliver our most successful interventions, e.g. Speech Link, Language Link.	Staff and support staff are trained and able to deliver high quality interventions to children across the school, as well as being trained in meta cognitive skills and higher order questioning. Children transitioning from Early years to Year 1 are able to make progress in the new curriculum. PP make rapid progress to diminish difference between their peers.
C	Further develop the training of staff so that they are well able to support the children emotionally. Children are ready to learn.	Staff are well equipped to recognise and support pupils who are vulnerable. PP with poor attendance and punctuality show an improvement and progress improves as a result of this. Attendance for this group of pupils moves to more in line with other pupils and groups.
D	Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability. Measured by Y1 – 6 assessments in R W M

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. Universal Provision					
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 implement action?
A Improved progress pupil premium pupils including higher attainers.	Training on Talk for writing Write Together Teacher Research Groups	Invest PP funding into longer term change which will help all pupils. Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) will enable our pupils to make accelerated progress. Guided by the research from NFER cited in Ofsted 2014 report on PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support. PP learners taking a fully active role in the curriculum to enable them to have similar opportunities as their peers Experiences are transferrable to learning which enables PP learners to achieve better academic / social outcomes	Headteacher and Deputy headteacher working with staff and subject leaders Monitoring half termly of progress Planned, individual interventions Moderation SLT To monitor TRG/ Peer to Peer coaching and the impact that they are having	SLT	December 2017

		PP Learners benefitting from small teaching groups and making accelerated progress			
B. Continue CPD of staff for high quality teaching and interventions.		<p>B. Continue CPD of staff for high quality teaching and interventions.</p> <p>PP learners are applying the skills/knowledge gained through the use of additional resources during lessons</p> <p>All staff trained to meet the current needs of the school cohort.</p>	<p>Headteacher and Deputy headteacher working with staff and subject leaders</p> <p>Monitoring half termly of progress</p> <p>Planned, individual interventions, monitored by class teachers who maintain overall responsibilities for the learning in their class.</p> <p>Monitoring of subject knowledge and areas of development for school, linked to school development plan.</p> <p>Moderation</p> <p>SLT To monitor TRG/ Peer to Peer coaching and the impact that they are having</p>	SLT Subject Leaders	December 2017
Total budgeted cost					£15,200

ii. Targeted Provision					
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 implement action?
A. Improved progress for pupil premium pupils and high attaining pupils	Track high attaining PP pupils as a unique group. Offer additional after school provision for HA group . Develop the use of higher order questioning across the school. Embed effective feedback across all year groups, gaps in learning addressed through targeted intervention and close monitoring. Access to TA Training, Maximising the use of TAs Clicker 7 Music Service Gold Package Author Visit	We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance. EEF Research shows Teaching assistant support has an impact of +1 month Introduce aspiration interventions for HA pupils including visit to University. A need to develop metacognition and self- regulation strategies. Some pupils need targeted support to diminish any difference. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively) PP data tracking identifies barriers to learning and PP learners make accelerated progress	Training for all staff on higher order thinking skills and use of questioning in lessons. Question prompts to be given to all staff to use in lessons. Same day maths intervention Weekly after school club for HA pupils Embed effective feedback across all year groups Clicker 7 to be monitored by SENCo to check for progress. PIRA and PUMA and GAPS assessment Use of BASELINE in Reception ProvisionMap Software to assist in management and target setting of children with additional needs. Involving Parent/Carer consultation Speechlink software and resources to target support and provide resources for support/intervention	SLT SENCo	October Half Term

		<p>Effective tracking of PP learners with SEND ensures they make accelerated progress</p> <p>Effective evaluation of provision for PP learners with all staff informed</p> <p>Music Package providing wider opportunities for disadvantaged children</p> <p>Enhance curriculum engagement and encourage writing in all groups through Author Visit</p>			
C. Social and emotional	<p>Develop extra curricular opportunities for PP children to experience life experiences/equipment that peers have access to.</p> <p>Develop a Mastery approach.</p> <p>HMS Heroes Club and Visits</p>	<p>EEF Research shows social and emotional support can have an impact of +8 months. Digital Technology +4months</p> <p>PP learners are using and applying strategies to deal with their emotions enabling them to manage their behaviour and develop positive relationships with others</p> <p>Evidence of positive behaviour for learning as a result reduced emotional barriers, enabling PP learners to make progress</p>	<p>Technology purchased to help with confidence and access.</p> <p>Workbooks purchased for pride in work.</p> <p>Monitoring of lesson designs.</p> <p>Teacher Research Groups/ Peer to Peer coaching</p> <p>Social Emotional and Mental Health sessions run for qualified member of staff; run weekly basis both small group and individual basis</p>	SLT N. Yuill	October half term

		<p>In a Mastery approach, children should be able to access learning and be challenged in their learning, ensuring good progress. EEF research shows that mastery Learning can have an impact of +5 months</p> <p>HMS Heroes continues in school and links with other schools Raises knowledge and awareness of experiences of service pupils in school Children aware that support is available in school feel supported in school by a teaching staff member HMS Heroes Lunchtime Club</p> <p>Support for emotional well bring, deployment, moving in, moving on, transition, family issues, developing social skills. Relevant resources to run the sessions and provide support</p>	Time2Talk sessions run by SENCO that take place each week and can be used by Teacher referral or children requesting to participate		
Total budgeted cost					£25,000

iii. Specialist Provision					
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 implement action?

<p>D. Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided. Children to wear correct school uniform</p>	<p>Parents involved are informed of financial support available.</p>	<p>We want all pupils to access extra-curricular activities and for costs not to be a barrier.</p> <p>PP learners thrive within their home and community environments and parents are effectively equipped to manage the needs of their children</p> <p>PP learners have improved attendance .</p> <p>Emotional barriers are reduced for PP learners, enabling them to access the curriculum and make progress with learning.</p>	<p>Admin staff will be responsible for communicating with parents and organising funding to be released.</p> <p>SLT to monitor attendance</p>	<p>KW AMc LF</p> <p>Class Teachers</p>	<p>Autumn 2 Term</p>
<p>C. Parents will feel better equipped with how to support their child with their learning.</p> <p>Increased PP family engagement with learning and extra- curricular provision</p>	<p>Workshops with their child in and out of school hours.</p> <p>Termly family learning programme</p>	<p>Some parents want ideas and support on how to teach child phonics, reading ,etc.</p> <p>PP learners taking a fully active role in the curriculum to enable them to have similar opportunities as their peers</p> <p>Experiences are transferrable to learning which enables PP learners to achieve better academic / social outcomes</p> <p>EEF Teaching and learning tool kit shows social and emotional learning (+4)</p>	<p>Use teaching staff and children to run the events.</p> <p>Signposting to available support Family learning programme Ongoing feedback from parents Involvement of families Comprehensive out of school activity programme Support with purchase of school uniform to all new PP pupils including PE kit where required Variety of educational visits – subsidised for PP pupils</p>	<p>SLT</p>	<p>December 2017</p>

		NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families			
Total budgeted cost					£10,000

6. Review of expenditure				
Previous academic year				
<i>i. Universal Provision</i>				
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
To centralise the recording of safeguarding concerns	Contribute towards the cost of an electronic safeguarding system (CPOMS)	System provides a secure and central record enabling appropriate staff to track incidents involving vulnerable pupils.	Will continue as it created reports for all groups of learners as well as Pupil Premium. This will continue this year.	£774.00
Increase the number of support staff in school who can lead this intervention in Key Stages 1 and 2.	Train support staff in Speech Link and Language link and 1 st class at number/ Success@ Arithmetic	Early identification of children of children and gaps in learning identified and monitored.	Gaps in learning are being identified much earlier and this will continue as PP children are now being monitored much more closely. This will continue	£6,977
To enhance teaching and learning through external visitors coming into school.	Music Gold Membership Writer/ Poet Day Skip to be fit / Box to be fit	Children were more engaged with learning and it enriched the curriculum.	To continue. Using pupil voice, children enjoyed the experiences and children now engage in extra curriculum.	£5,400

To provide a formal test experience for pupils and to provide a standardised test for children in year groups that are not taking national tests.	Pira/Puma tests to be bought	Standardised scores help to monitor progress in all year groups, to help measure progress in year as well as against national averages.	To continue to use. Impact has helped to identify and clarify teacher assessment, as well as being able to analyse in detail different cohorts and groups of children, especially Pupil Premium children.	£2,000
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ii. Targeted provision

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
To provide support in the classroom for English and Maths so that pupils are accessing the same work as their peers.	HLTA support for diminishing the difference	Support through scaffolded ensured that the accuracy of understanding and scaffolded learning.	Further development of HLTA questioning and understanding of supporting and scaffolding for different lessons and year groups.	£14,496
Improve access to a wider range of clubs and after school activities by funding professionally run after school clubs offering a range of different activities	After School Clubs	Children had access to a wide range of activities which helped self-esteem and confidence.	Further develop ths for resilience of the children and to gain further experiences that they would not have access to	£1,000
To provide additional support to year groups where there is no banded support for an SEN pupil i.e. no FT Teaching Assistant.To provide targeted short	GTA support for diminishing the difference SLT to support in class to model and support.	Support through scaffolded ensured that the accuracy of understanding and scaffolded learning.	Further development of GTA questioning and understanding of supporting and scaffolding for different lessons and year groups.	£20,000

interventions to boost pupil progress.				
To provide targeted short interventions to boost pupil progress in English and Maths.	GTA support and interventions/ICT equipment to be purchased to aid targeted interventions. SLT to support in class to model and support.	Support meant that progress was made, impact on both Pupil Premium and non Pupil Premium.	Further money to be spend on ICT equipment to ensure that learning is measured and impact is evident through time not being wasted (laptops not working and iPads not working). Further detailed monitoring of Pupil Premium this year.	£5,000
iii. Specialist Provision				
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
Provide the expected FT support for one EHCP pupil	To subsidise the cost of 1 FT equivalent Teaching Assistant	Although still working below his year group programme of study in reading, this pupil made progress in Writing and in Maths.	Progress made and this will continue.	£10,000

7. Additional detail

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