

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mary's RC Primary School				
Academic Year	2016/2017	Total PP budget	85,360	Date of most recent PP Review	23/05/2016
Total number of pupils	456	Number of pupils eligible for PP	79	Date for next internal review of this strategy	16/03/2017

2. Current attainment – AS AT JULY 2016		
<ul style="list-style-type: none"> At KS2 the average scaled score for the 12 disadvantaged children was 105.8, which is significantly above national average and is 0.8 above non-disadvantaged children. At KS2 the GPS was 83%, which was 5% above national figures. At KS1 the combined at expected or above was 73%, which was significantly above national percentages of 60%. With the largest number of disadvantaged children in Year 2 (16 children), the diminished difference narrowed in attainment and progress steps. 56% achieved expected or above in RWM compared to 80% of non-FSM. At Year 1 Phonics, 87% of children passed the phonic screening test, which was above national figures. 60% (3/5) of disadvantaged children achieved expected standard compared with 70% national average. At EYFS, good level of development has been seen at an upward trend of 80% compared with 69% of national figures. 	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50% (60% national av.)	65% (53% national av.)
% making progress in reading	50% (60% national av.)	82% (66% national av.)
% making progress in writing	50% (79% national av.)	73% (74% national av.)
% making progress in maths	75% (75% national av.)	82% (70% national av.)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (and external barriers are interlinked)	
A.	Poorer maths skills in some disadvantaged children.
B.	Poorer reading and writing skills for disadvantaged children including the number of Y1 phonic screening test retakes in Y2.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Low attendance and persistence absence for disadvantaged and SEN pupils.

D.	Parents/carers and school need to work in an effective partnership to overcome internal/external barriers.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure good progress for all disadvantaged learners in maths and English through QFT and enhanced curriculum opportunities and support.	<ul style="list-style-type: none"> ✓ Disadvantaged KS1 pupils' progress will not be significantly below in the prior attaining for reading and maths. ✓ Disadvantaged pupils in KS1 will be close to or in line with the national average for other pupils in all subjects including Phonics. ✓ Disadvantaged KS2 pupils' writing outcomes for middle prior attainment group will not be significantly below national. ✓ Diminish the difference for more able disadvantaged children by raising expectations of enhanced progress. ✓ Curriculum is planned so that disadvantaged pupils have access to high quality and up-to date technology to build upon prior learning, help them acquire new skills and increase confidence for their next steps in future learning. ✓ Lessons provide disadvantaged pupils with opportunities to experience interactive learning gaining an insight into the global world and the opportunities it holds for them. ✓ Children are supported effectively, with recognition of and support of any additional factors that disadvantaged children face.
B.	To raise attainment by reducing the number of re-tests in Year 2.	<ul style="list-style-type: none"> ✓ Children are supported effectively, with recognition of and support of any additional factors that disadvantaged children face. ✓ Disadvantaged children make expected progress, with some of those whose attainment is below age related starting to catch up. ✓ Increase in staff confidence (development and training). ✓ Parents/carers supported effectively through RWI workshops and meetings. ✓ Rigorous monitoring and regular assessments by the English team in EYFS and KS1 to identify children not making expected progress and plan provision.
C.	Improve attendance and reduce persistence absence for disadvantaged and SEN pupils	<ul style="list-style-type: none"> ✓ Attendance/punctuality issues diminished. ✓ Improvements in overcoming barriers to personal, social, emotional development for specific children. These include reducing incidence of behavioural problems, increasing participation in class, reduction in friendships/social issues and increased social integration. ✓ Provision is planned so that disadvantaged pupils develop a wider awareness of the world, resilience, social skills, and behaviour for learning and reinforcing skills in a safe and happy environment
D.	Continue to develop home school links by improving partnership with parents/carers so that barriers are overcome.	<ul style="list-style-type: none"> ✓ Increased attendance by parents/carers at school meetings and events. ✓ Increased parental support for learning at home. ✓ Parent/carers workshops in reading, writing and maths. ✓ Where necessary, parents are supported by workshops, individual support and referral to external agencies.

5. Planned expenditure

Academic year 2016/2017

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?
Good progress through enhanced curriculum.	<ul style="list-style-type: none"> ✓ Through QFT disadvantaged children's learning opportunities are planned for ensuring high expectations. ✓ Sharing of planning and resources made available to all teachers on the school server. ✓ Investment in learning tools and resources to enhance learning and curriculum such as Read Write Inc, Join-it, Oxford Owl, maths resources, computing equipment etc. ✓ Increase or redeployment of staffing to ensure that all classes have a TA. ✓ To implement writing outcomes across the foundation subjects in all year groups meeting age-related expectations. 	<ul style="list-style-type: none"> ✓ Pupil progress meetings highlighted the need to raise expectations for all pupils so that children can achieve their full potential and are not under attaining. ✓ Training needs for staff identified through observations, book scrutinises, learning walks and pupil progress meetings. ✓ Cluster school moderation indicated areas of development with expectations and handwriting. ✓ Standards of pupils writing at expected across the school rise so that figures are at least 75% or above. 	<ul style="list-style-type: none"> ✓ Up-skilling practitioners through training and observations of good practice in order to develop QFT. ✓ Rigorous moderation in-house and in school clusters to ensure effective assessment of children and identify next-steps in learning. ✓ Regular tracking and monitoring of attainment and progress through Pupil progress meetings, Target tracker allows analysis of data and provision maps evaluated ✓ Lead practitioners and curriculum leads made available to staff to help coach, support and plan bespoke programmes. ✓ Book scrutiny, pupil voice evidence, observations and learning walks. ✓ Approach to writing outlined to all staff using interim frameworks (Aut 2016) and monitored throughout the course of the year ✓ 	Assessment Coordinator, PP lead/SENCo, SLT & class teacher.	Half termly during Pupil Progress meetings.

<p>Enriched curriculum.</p>	<ul style="list-style-type: none"> ✓ Enhance and enrich lessons with 'hooks' to instantly engage learners. ✓ Enrich curriculum through visits/trips e.g. Zion Create, play for a day, guest speakers etc. ✓ Increase children's engagement and responsibility for their own learning opportunities. 	<ul style="list-style-type: none"> ✓ Curriculum overview monitoring and book scrutiny by subject leads and external advisor indicated gaps in learning opportunities. ✓ Professional development for subject leads in foundation subjects to help raise their profile and provide greater enrichment for children. 	<ul style="list-style-type: none"> ✓ Opportunities to meet with subject leads to help plan hooks and enrichment opportunities. ✓ Monitoring of long term planning to ensure full curriculum coverage in year groups and key stages. ✓ Staff INSET. 	<p>SLT, subject leads & class teacher.</p>	
<p>Provision for PSED continues to be outstanding.</p>	<ul style="list-style-type: none"> ✓ Rigorous monitoring and detailed record keeping by staff if they are concerned about the welfare needs of children. ✓ Work with parents/carers and outside agencies when necessary to enhance child's well-being and development. ✓ Staff including SLT made available to parents e.g. communication books, class dojo (UpKS2), teachers greet children before and after school on the schoolyard and through an open door policy. ✓ Plan and deliver structured activities to enhance social and emotional development. ✓ Lunchtime mentor made for children with social and communication difficulties. ✓ Basic needs of children met when appropriate. 	<ul style="list-style-type: none"> ✓ Section 48 Inspection highlighted that 'welfare' was outstanding at the school. Continue to build upon successes. 	<ul style="list-style-type: none"> ✓ Feedback from class teachers and observations made by staff. ✓ Child centred meetings with a clear agenda, setting of SMART targets and APDR cycles. ✓ Breakfast e.g. toast, cereal, fruit and milk made available for children if they come to school without breakfast. ✓ Monitoring of impact on children's social and emotional development through observations and number of recorded incidents in behaviour logs. ✓ Termly SSA and SENCo team meetings to monitor and raise concerns. ✓ Trained staff to deliver social skills group and lunchtime mentoring. 	<p>SLT, safeguarding lead, PP lead/SENCo and class teacher.</p>	<p>On-going</p>

Raise attainment	<ul style="list-style-type: none"> ✓ Investment in reading tools and resources such as Read Write Inc, and Oxford Owl. ✓ Redeployment of staffing to ensure that RWI groups meet the needs of the pupil rather than best fit. ✓ Redeployment of staffing for 1:1 speed sound sessions ensures that support is focused and fully meets the learning needs and gaps. ✓ Whole school training to develop reading teachers across all key stages. 	<ul style="list-style-type: none"> ✓ Increased number of children retaking phonic screening test in Year 2. ✓ % of Year 2 children who passed the retest was below national average. 	<ul style="list-style-type: none"> ✓ Rigorous and transparent monitoring of lessons through learning walks, observations and pupil voice to ensure standards are high and consistent throughout the school. ✓ Detailed and standardised assessment to ensure progress is monitored so that barriers to learning are identified and adequately addressed. 	SLT, English lead & class teacher.	Termly
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?
Good progress	<ul style="list-style-type: none"> ✓ Where necessary/appropriate, bespoke programmes are planned to enable disadvantaged pupils to consolidate learning, make progress or extend learning opportunities. To be led by teacher / TA / SSA aimed at boosting progress. ✓ Targeted support within class from an adult or peers when appropriate through cooperative learning approaches. ✓ Additional TA made available to targeted disadvantaged children. 	<ul style="list-style-type: none"> ✓ Pupil progress meetings highlighted the need to raise expectations for all pupils so that children can achieve their full potential and are not under attaining. ✓ Continue to address under-attainment and boost progress. Interventions will be time limited, more focused and tightly tracked. 	<ul style="list-style-type: none"> ✓ Regular tracking and monitoring of attainment and progress through Pupil progress meetings and Target tracker allows analysis of data. ✓ Moderation of disadvantaged books to ensure consistency and accuracy with assessment. 	SLT, PP lead/SENCo, subject leads, assessment lead and class teacher.	Termly

Provision for PSED continues to be outstanding.	<ul style="list-style-type: none"> ✓ Allocation of funding for trips and visits – communicate with parents. ✓ Encourage disadvantaged children to take places on trips/clubs where these are optional. ✓ Additional needs of disadvantaged pupils supported effectively. 	<ul style="list-style-type: none"> ✓ Section 48 Inspection 2017 highlighted that ‘welfare’ and ‘welcome’ was outstanding at the school. Continue to build upon successes. ✓ Multiple barriers faced by some disadvantaged children with cumulative effect on children with cumulative effect on progress and/or well-being. 	<ul style="list-style-type: none"> ✓ Monitor uptake of disadvantaged children in optional events and clubs. ✓ Case study for four disadvantaged children. ✓ Track progress of children. 	SLT, safeguarding lead, PP lead/SENCo, assessment lead and class teacher.	On-going
Good progress.	<ul style="list-style-type: none"> ✓ Investment in reading tools and resources such as Read Write Inc, and Oxford Owl. ✓ Redeployment of staffing to ensure that RWI groups meet the needs of the pupil rather than best fit. ✓ Redeployment of staffing for 1:1 speed sound sessions ensures that support is focused and fully meets the learning needs and gaps. ✓ Whole school training to develop reading teachers across all key stages. ✓ Rigorous and transparent monitoring to ensure standards are high and consistent throughout the school so all children make expected progress. 	<ul style="list-style-type: none"> ✓ The number of disadvantaged children achieving expected standard in reading at the end of key stage 2 was significantly below national average. ✓ The number of disadvantaged children achieving expected standard in the Year 1 phonics screening check was significantly below national average. ✓ High percentage of disadvantaged children retaking the phonic screening test in Y2. 	<ul style="list-style-type: none"> ✓ Rigorous and transparent monitoring of lessons through learning walks, observations and pupil voice to ensure standards are high and consistent throughout the school. ✓ Detailed and standardised assessment to ensure progress is monitored so that barriers to learning are identified and adequately addressed. 	SLT, English lead & class teacher.	Termly
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?

Improve attendance and reduce persistence absence for disadvantaged and SEN pupils	<ul style="list-style-type: none"> ✓ Whole school approach/ways of communicating with parents/carers. ✓ Tighten up attendance and punctuality procedures and monitoring. 	<ul style="list-style-type: none"> ✓ Increase in the number of attendance/punctuality issues for FSM, ECH/statement and SEN support children. 	<ul style="list-style-type: none"> ✓ Monitor attendance/punctuality speaking to parents if a pattern or consistent absence occurs. 	SLT, safe guarding lead & class teacher.	Termly
Continue to develop home school links by improving partnership with parents/carers so that barriers are overcome.	<ul style="list-style-type: none"> ✓ Continue to develop whole school approach/ways of communicating with parents/carers. ✓ Parental views gathered through questionnaires. ✓ Parent workshops. ✓ School meetings e.g. curriculum meetings, transition meetings, parents evening, drop-ins and curriculum workshops. ✓ Target parents who have little or no-involvement. 	<ul style="list-style-type: none"> ✓ Parental questionnaires from previous year. ✓ Changes to curriculum and school strategies. ✓ Monitoring of parent/carer attendance at previous meetings and parents evenings. 	<ul style="list-style-type: none"> ✓ Parent questionnaires and feedback. ✓ Monitoring of attendance and chasing parents who don't attend parents evening offering another opportunity to meet the teacher. 	SLT, safe guarding lead & class teacher.	On-going
Itemized costs:					
Additional Teaching Assistant support for EYFS, KS1 &KS2					£20,350
Resources to support the teaching and learning in Maths					£ 1,150
Resources to support reading and writing skills through Read Write Inc					£10,980 (part funded)
Computing Resources					£5,940
Staff CPD opportunities					£5,760
SENCO assistant role for disadvantaged children across all year groups					£9,200
Pastoral support at lunchtimes for SEMH needs and Rainbow group					£4,100
Financial support for school trips					£1,200
Financial support for Music tuition					£2,700
After school booster classes					£1.050
P.E. resources, outdoor play equipment, holiday club sporting opportunities					£22,930 (part funded)
Total budgeted cost					£85,360

