

# Pupil premium strategy statement

2018-19

1. Summary information					
St. Mary's Catholic Primary School					
Academic Year	2018-19	Total PP budget for 2017-18	£72,860	Date of most recent PP Review	N/A
Total number of pupils	421	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2019

2. Achievement in the last academic year (2017-18)		
	<i>pupils eligible for PP at St. Mary's (all year groups)</i>	<i>Pupils not eligible for PP - National data (KS2)</i>
% achieving the expected standard or above in Reading	88.9%	75%
% achieving the expected standard or above in Writing	88.9%	78%
% achieving the expected standard or above in Maths	77.8%	76%
Key Stage 2 progress measures		Birmingham Schools
Progress in Reading	3.0	0.1
Progress in Writing	3.8	-0.1
Progress in Maths	-0.1	0.6

At St. Mary's Catholic Primary School, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, the reasons listed below may not apply to all children in receipt of the PPG:

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Lower than expected attainment or progress in Maths
B.	Lower than expected attainment or progress in Reading
C.	Lower than expected attainment or progress in Writing
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Home circumstances (e.g. parental separation; family unable to support learning at home) that affect children's emotional well-being and/or academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Internal tracking data and statutory assessment outcomes will demonstrate that more children at end of each key stage attain at greater depth and more children in Reception class meet, or exceed, the expected standard in Mathematics. Internal tracking data will demonstrate that more children are 'next year ready' by developing and securing key mathematical skills and language.	School % achievement is greater than National and Local Authority figures for Non-Eligible pupils in all areas of the curriculum.
<b>B.</b>	Internal tracking data and statutory assessment outcomes will demonstrate that more children at end of each key stage attain at greater depth and more children in Reception class meet, or exceed, the expected standard in Reading.	
<b>C.</b>	Internal tracking data and statutory assessment outcomes will demonstrate that more children at end of each key stage attain at greater depth and more children in Reception class meet, or exceed, the expected standard in Writing.	
<b>D.</b>	Children's emotional well-being is developed to enable them to make good or better progress academically, socially, spiritually and to develop a stronger sense of self-worth and resilience.	

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 is implementation reviewed?
33% of children in each class will be working at greater depth across the curriculum	Quality first teaching with appropriate targeted support as required (see below)	The National Strategies suggest that the key to success for all learners is 'quality first teaching' ; using teaching strategies that will make the most difference to progress and attainment.	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT	Ongoing monitoring with termly pupil progress meetings

All SEND children and low attaining pupils will be working at expected standard for their age in Mathematics.	Use multi-sensory approaches to support: children's understanding of mathematical concepts; reasoning and independence based upon secure skills. CPD to develop staff skills & strategies.	OFSTED's 'Made to Measure' Report (2012) states that schools should 'develop the expertise of staff ... in choosing teaching approaches and activities that foster pupils' deeper understanding, including through the use of practical resources, visual images and ICT.'	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	Maths Co-ord. SMT	Ongoing monitoring & Termly pupil progress meetings and work scrutinies.
<b>Total budgeted cost</b>					School Budget
<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>
More children eligible for PP will meet, or exceed, the expected standard for their age in Mathematics	1:1 and small group support in Mathematics	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 tuition' to have moderate-high impact on learning. Our 'maths conferences' combine these.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT KR – KS2 LD – KS2 JN – KS1 AD – KS1	Termly
More children eligible for PP will meet, or exceed, the expected standard for their age in Reading	1:1 Reading support	Research by the Education Empowerment Foundation has found 'Phonics' and 'Reading Comprehension Strategies' to have a moderate impact on learning.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	TAs to give this support	Termly
More children eligible for PP will meet, or exceed, the expected standard for their age in Writing	1:1 Writing conferences	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 Tuition' to have moderate-high impact on learning. Our 'writing conferences' combine both of these approaches.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	KR –KS2 JN - KS1	Termly
Children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	From school tracking systems we know that children who receive emotional support through the Zacchaeus Club and Learning Mentor make good or better progress.	External supervision to monitor effectiveness of support provided. Internal performance monitoring and development.	Zacchaeus & School Learning Mentor	Termly
<b>Total budgeted cost</b>					£ 56,290
<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>

All SEND children eligible for PP will be working at expected standard for their age	Specialist assessment of learning need	Where children eligible for PP have particular learning needs, advice from an SEND Consultant will be sought to help overcome barriers to learning and tailored support provided.	SEND pupil reviews and internal tracking data will show that the recommended support is impacting on progress.	SENCO	Termly
All children will have access to educational visits	Costs will be paid to increase participation in educational visits	OFSTED promotes 'Learning outside the classroom' as it has many benefits, both academically and socially.	Eligible children will be funded as necessary	HT	Termly
To support families where children receive PP funding	Paying other costs (e.g. bus fares) to improve attendance etc.	School attendance to be at least 97%.	Attendance will be monitored and improved because of this measure.	DH	Termly
<b>Total budgeted cost</b>					£16,570

6. Review of expenditure				
Previous Academic Year		2016-17		
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
33% of children in each class will be working at greater depth across the curriculum	Quality first teaching with appropriate targeted support as required (see below)	The National Strategies suggest that the key to success with all learners is quality first teaching which involves using teaching strategies that will make the most difference in improving progress and attainment	This approach is fundamental to children making progress and will be continued year on year. New staff were developed through training and mentoring to become familiar with and implement school policy and practice to apply strategies that meet the needs of all children in their class. Those children who do not make expected progress are recommended for additional support.	School Budget
All SEND children and low attaining pupils will be working at expected standard for their age in Mathematics.	Use of practical resources, visual images and reasoning to support children's understanding of mathematical concepts	OFSTED's 'Made to Measure' Report (2012) states that schools should 'develop the expertise of staff ... in choosing teaching approaches and activities that foster pupils' deeper understanding, including through the use of practical resources, visual images and ICT.'	Staff training - via internal and external provision - has enabled staff to become aware of, share and utilise teaching & learning approaches that help children with barriers to learning. Concrete, visual and auditory approaches, for example, help children access learning practically before moving on to abstract learning.	School Budget
Total budgeted cost				School Budget
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
More children eligible for PP will meet, or exceed, the expected standard for their age in Reading	1:1 Reading support	Research by the Education Empowerment Foundation has found 'Phonics' and 'Reading Comprehension Strategies' to have a moderate impact on learning.	1:1 support in Reading enables pupils to develop reading and comprehension skills more rapidly; develop their higher order skills (of reasoning, deduction and making valid comparisons across texts/ genres). This approach to be continued.	15,000.00
More children eligible for PP will meet, or exceed, the expected standard for their age in Writing	1:1 Writing conferences	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 Tuition' to have moderate-high impact on learning. Our 'writing conferences' combine both of these approaches.	The Writing Conferences are a highly effective means of developing children's skills and compositions. The staff dedicated to this provision provide excellent feedback to the class teachers to help them build on the progress made. This approach to be continued.	15,000.00

Children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	From school tracking systems we know that children who receive emotional support through the Zacchaeus Club and our Learning Mentor make good or better progress.	Emotional needs are increasing as the School has increased its pupil numbers and our investment in Zacchaeus and Learning Mentor (now with a Counselling qualification) has enabled more vulnerable children to make progress. Therefore, this provision will be maintained in the future.	14,098.00
<b>Total budgeted cost</b>				£44,098.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All SEND children eligible for PP will be working at expected standard for their age	Specialist assessment of learning need	Where children eligible for PP have particular learning needs, advice and assessments from the School SEND Consultant, the Pupil & School Support link worker and Communication & Autism Team worker will be sought to help overcome barriers to learning.	The provision of the SEND Consultant helps teachers and parents understand particular difficulties that the children have in Literacy (and from our Pupil & School Support helps in a similar way for Maths). This provision is to be continued as it helps barriers to learning to be identified and tackled sooner.	10,000.00 (SEND consultant)
All children will have access to educational visits	Costs will be paid to increase participation in educational visits	OFSTED promotes 'Learning outside the classroom' as it has many benefits, both academically and socially.	This approach to be continued as it has a positive impact upon a child's emotional health and wellbeing as well as academic performance.	2,602.00
To support families where children receive PP funding	Paying other costs (e.g. bus fares) to improve attendance etc.	School attendance to be at least 97%.	Children with less than required attendance do fall behind academically. This PP element to be continued to assist families who meet the criteria.	500.00
<b>Total budgeted cost</b>				£13,102.00