

Pupil premium strategy statement

2016-17

1. Summary information					
St. Mary's Catholic Primary School					
Academic Year	2016-17	Total PP budget for 2016-17	£57200	Date of most recent PP Review	N/A
Total number of pupils	391	Number of pupils eligible for PP	46	Date for next internal review of this strategy	July 2017

2. Achievement in the last academic year (2015-16)		
	<i>34 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	81%	71%
% achieving the expected standard or above in Writing	78%	79%
% achieving the expected standard or above in Maths	69%	75%
% making the expected progress or above in Reading	88%	No data available for 2016
% making the expected progress or above in Writing	72%	No data available for 2016
% making the expected progress or above in Maths	75%	No data available for 2016

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 Reading
B.	Lower than expected attainment or progress in Writing
C.	Lower than expected attainment or progress in Maths
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>
A.	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.	School % achievement is greater than National figure for Non-Eligible pupils in all areas of the curriculum.
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.	
C.	Internal tracking data will demonstrate that more children are 'next year ready' by developing and securing key mathematical skills and language.	
D.	Children's emotional well-being is developed to enable them to make good or better progress academically, socially, spiritually and to develop a heightened sense of self-worth.	

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?
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	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT	Termly
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.'	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	Maths Co-ord. SMT	Termly
Total budgeted cost					School Budget

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?
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.	Teaching Assistants	Term 3
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	Term 3
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 development.	AH ST	Term 3
Total budgeted cost					£44,098.00
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?
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.	SEND pupil reviews and internal tracking data will show that the recommended support is impacting on progress.	SENCO	Term 3
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 were funded for Y5 & Y6 residential (June 2016) – cost £2700.	HT	Reviewed.
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
Total budgeted cost					£13,102.00

6. Review of expenditure				
Previous Academic Year		2015-16		
i. 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	1:1 support	KS2 PP pupil made exceptional progress in Writing (9 th Centile) with good progress and attainment in other areas. KS1 / EYFS PP pupils matched National data.	The majority of pupils in KS2 and KS1 made good or better progress in Reading and Writing and the PP support provided will be maintained. However, further support in Maths is required next year.	£27644.80
Children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	Children receiving emotional support have met age related expectations.	Continue to identify children who have emotional needs and maintain provision.	£6000
ii. 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
To support families in applying for PP	PPG Tracker Software	More families are aware and more children on PP roll consequently.	We will use this facility as appropriate.	£320
All SEND children eligible for PP will make better progress	Specialist assessment of learning need	SEND consultant has assessed PP children and strategies for supporting learning have been transferred to whole class practice.	Focused assessment to identify barriers to learning has been beneficial across relevant classes and will continue.	£7480
To allow all children, regardless of circumstances, access to after-school sports clubs	Aston Villa after-school sports club	This child has benefited from additional sports and social experience.	Such children need to have extra-curricular experiences that would otherwise be unaffordable – we will consider such cases as these arise.	£48
To support families in trying to improve their circumstances	To provide before-and after-school care for children eligible for PP where needed.	Children have benefited from before and after school care – including breakfast and healthy snacks, social opportunities, help with homework where required.	Whilst this provision has made beneficial impacts upon children and their families, we have decided to allocate our limited budget on learning within the school day – in the classroom and through 1:1 support.	£4152.20
Total budgeted cost				£45020.00