

Pupil premium strategy statement

2017-18

1. Summary information					
St. Mary's Catholic Primary School					
Academic Year	2017-18	Total PP budget for 2017-18	£66,483	Date of most recent PP Review	N/A
Total number of pupils	421	Number of pupils eligible for PP	53	Date for next internal review of this strategy	July 2018

2. Achievement in the last academic year (2016-17)		
	<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	74%	72%
% achieving the expected standard or above in Writing	62%	76%
% achieving the expected standard or above in Maths	72%	75%
% making the expected progress or above in Reading	82%	N/A
% making the expected progress or above in Writing	72%	N/A
% making the expected progress or above in Maths	86%	N/A

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 the 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 and resilience.	

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. 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. CPD to develop awareness & 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	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 to target this support	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.	Teachers	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 monitoring and development.	Zacchaeus Learning Mentor	Term 3
Total budgeted cost					£ 51,360
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 will be funded as necessary	HT	Term 3
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					£15,123

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 is 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 is 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
Total budgeted cost				£44,098.00
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
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
Total budgeted cost				£13,102.00