



St Mary's
Catholic Primary School and Nursery

PUPIL PREMIUM STRATEGY 2017 TO 2018

SUMMARY INFORMATION ACADEMIC YEAR 2017/2018	
Total number of pupils on roll (excluding Nursery) - 595 (January 2017 Census)	Total number of pupils eligible for Pupil Premium – 89 (January 2017 Census)
Total Pupil Premium Budget £70,264.25 (September 2017 to March 2018 only)	
BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP, INCLUDING HIGH ABILITY)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Age related comparisons for pupil premium children is lower than their peers
B.	Many pupils come from homes that are unable to support a positive learning culture as they often lack access to learning resources and the appropriate environment to undertake home based tasks
C.	Many pupils do not have the opportunity to apply and practice grammatically correct English
D.	Many pupils do not have regular access to enrichment opportunities which support a rounded education and develop the characteristics that lead to success in the future
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	St Mary's is located in an area of high deprivation with a large social and cultural context
B.	Overall pupil attendance for 2016/17 was 95%, both the pupil premium attendance and non-pupil premium was 95.3%. Our target attendance remains at 96% in line with the national average. Punctuality remains an issue for pupil premium pupils whose lateness is 30% greater than non-pupil premium lateness.
C.	Parental engagement is often difficult
D.	Limited access to opportunities that support a rounded and aspirational education

DESIRED OUTCOMES

Desired outcomes and how they will be measured		Success criteria
A.	Improve the rate of progress for eligible pupils compared to their peers. This will be measured through termly analysis in pupil progress meetings.	Eligible pupils make good progress from their low starting points to meet the end of year expectations.
B.	Improve attainment across all year groups, ensuring that eligible pupils achieve the expected standard in reading, writing and maths. This will be evidenced in end of year data	End of year outcomes, for example KS1 and KS2 SATs.
C.	Ensure that eligible pupils make more progress than their peers particularly in reading, writing and maths in KS1 and lower KS2	
D.	Increase the rate of attendance and punctuality for those eligible for the grant	The percentage of absent pupils who are eligible for the funding decreases by 3%
E.	To improve the wellbeing and self-esteem of eligible pupils by employing the services of a Counsellor and a Learning Mentor	The number of pupils being referred to our support services reduces and the wellbeing and self-esteem of these pupils improves

THE PUPIL PREMIUM PLANNED EXPENDITURE - ACADEMIC YEAR 2017/2018

The three headings below enable St Mary's to demonstrate how the Pupil Premium funding is used to improve classroom pedagogy, provide targeted support, use whole school strategies and the impact of these actions.

1. QUALITY OF TEACHING FOR ALL

To raise the progress and the attainment of the Pupil Premium pupils, ensuring it is at least in line with national, progress is good/outstanding and that more children reach age related expectation.

By achieving this priority, progress and attainment for all Pupil Premium pupils will improve in Reading, Writing and Maths.

Chosen action	What is the evidence and rationale for this choice and how do we ensure it is implemented well?	Staff lead	When will we review implementation?
Writing Ensure low attaining pupils are making rapid progress which has an impact on raising	KS1 75.1% of Pupil Premium pupils are below ARE compared to 33.1% of non-Pupil Premium children KS2 68.2% of Pupil Premium pupils are below ARE compared to 66.9% of non-Pupil Premium children	SLT/ Subject Team	At least termly through: <ul style="list-style-type: none"> • data analysis • book scrutiny • pupil progress meetings

<p>attainment, especially in writing across the school</p>	<p>For KS1 pupils achieving the expected standard in writing, the gap widened by 12.3% and by 3.8% for the same pupils writing at greater depth. In 2017 the overall rate progress for Pupil Premium pupils between KS1 and KS2 in writing outperformed the non-Pupil premium pupils. We aim to improve on this 2.70 progress score in 2018.</p> <p>Monitoring will include: Book scrutiny of Pupil Premium in comparison to non-Pupil Premium books. Monitoring writing outcomes, scaffolds and quality of marking. Gathering samples of early writing across the foundation stage linked to the development of early phonics. Analysis of pupil progress data.</p>		<ul style="list-style-type: none"> • SLT monitoring • positive response to monitoring feedback.
<p>Maths To raise attainment of maths across the school with a focus on KS2 Pupil Premium pupils. Ensure that the accelerated progress continues.</p>	<p>In the summer of 2017, 42.5% of Pupil Premium pupils met ARE in maths compared to 56.7% of non-Pupil Premium pupils. For KS1 pupils achieving the expected standard in maths the gap widened by 10.9% and working at greater depth in maths for the same 8 pupils, the gap widened by 13.8% We aim to continue to narrow the overall progress gap in maths between KS1 and KS2 in 2018.</p> <p>Monitoring will include: Introducing tiers into maths planning. Focusing on Year 5/6 progression through book scrutiny. Learning walks. Planning scrutiny. Ensuring high quality maths provision is evident within the Foundation Stage setting and across the learning journeys. Analysis of interim pupil progress data and % on track to achieve ARE</p>	SLT/ Subject Team	<p>At least termly through:</p> <ul style="list-style-type: none"> • data analysis • book scrutiny • pupil progress meetings • learning walks • provision checks • positive response to monitoring feedback.
<p>Reading/ Writing/ Maths To ensure Pupil Premium pupils make at least an average of 3 points progress over the year in</p>	<p>For pupils in KS1, the pupils achieving the expected standard in reading, the gap widened by 11.3% At KS2 (19 pupils) the gap achieving expected standard in all core subjects widened by 22%</p>	SLT/ Subject Team	<p>At least termly through:</p> <ul style="list-style-type: none"> • data analysis • book scrutiny

<p>RWM.</p> <p>To increase the number of pupils in both KS1 & KS2 meeting and exceeding the expected standard.</p>	<p>At KS2 the gap achieving the higher standard in all core subjects widened by 5.8% At KS2, for pupils achieving the expected standard in EPGS, the gap widened by 8.2% Gaps in reading, writing and maths progress between KS1 & KS2 has narrowed in 2017. We aim to improve this further in 2018. For KS2 Pupil Premium Pupils achieving the expected standard in writing, the gap with their peers has narrowed by 13.6% in 2017. We aim to further improve this. For KS2 Pupil Premium Pupils achieving the expected standard in maths, the gap with their peers has narrowed by 7.6% in 2017. We aim to further improve this.</p> <p>Monitoring will include: Scrutiny of Reading Journals to ensure reading progress across Foundation, KS1 and KS2. Monitoring of EPGS in KS2 Monitoring the quality of planning in guided reading. Monitoring that marking is of a consistently high quality and that teacher feedback challenges and extends learning. Clear evidence demonstrated in maths books of pupils making progress and are appropriately extended and challenged through tasks and marking.</p>		<ul style="list-style-type: none"> • pupil progress meetings • positive response to monitoring feedback.
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To close/narrow the gap between Pupil Premium and non-Pupil Premium pupils at St Mary's and with their peers nationally.
By achieving this priority, Pupil Premium pupils will make at least expected year on year progress of 3 tracking points and meet or exceed end of Key Stage expectations in all areas compared to their peers both in school and nationally.

Chosen action	What is the evidence and rationale for this choice and how do we ensure it is implemented well?	Staff lead	When will we review implementation?
<p>Pupil Premium pupils in KS1 are to make at least 3 points progress over the year which will have an impact on raising attainment and closing the gap between Pupil Premium pupils and their peers in meeting and exceeding expected standard.</p>	<p>For pupils in KS1, the pupils achieving the expected standard in reading, the gap widened by 11.3% For KS1 pupils achieving the expected standard in writing in 2017, the gap widened by 12.3% and by 3.8% for the same pupils writing at greater depth. For 8 KS1 pupils achieving the expected standard in maths the gap widened by 10.9% and working at greater depth in maths for the same 8 pupils, the gap widened by 13.8% in 2017. At KS2 in 2017 for 19 pupils the gap achieving expected standard in all core subjects</p>	<p>SLT/ Subject Team</p>	<p>At least termly through:</p> <ul style="list-style-type: none"> • data analysis • book scrutiny • pupil progress meetings • positive response to monitoring feedback

<p>Progress to be sustained for Pupil Premium pupils in KS2 maintaining at least 3 points progress over the year to secure improved outcomes in meeting and exceeding expected standard.</p>	<p>widened by 22% At KS2 the gap achieving the higher standard in all core subjects widened by 5.8% At KS2, for pupils achieving the expected standard in EPGS, the gap widened by 8.2%</p> <p>Monitoring will include: Pupil Premium pupils in KS1 and KS2 will continue to receive targeted interventions as planned in the Pupil Premium Provision maps for Reading, Writing and Maths and EPGS at KS2. Book scrutiny to compare expectations of Pupil Premium and non-Pupil Premium pupils, ensuring consistent high standards and progress. Monitor the quality of marking and presentation, share good practice with staff and SLT. Same day interventions for Pupil Premium pupils will take place e.g. fix-it work in books and self-editing. Formal lesson observations/coaching/CPD to take place in order to monitor the impact of teaching and learning for all children including Pupil Premium and non-Pupil Premium pupils and evaluate the effectiveness of provision. Samples of pupil work are collected to evaluate the standards in progress and attainment. Learning Walks.</p>		
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To continue to provide targeted intervention/additional support for Pupil Premium children and to ensure that expenditure delivers impact.
By achieving this priority, Pupil Premium pupils will make accelerated progress and will ensure positive outcomes for each pupil.

Chosen action	What is the evidence and rationale for this choice and how do we ensure it is implemented well?	Staff lead	When will we review implementation?
<p>Staff will continue to use the Pupil Premium provision maps for each eligible pupil in their class, ensuring effective interventions are in place.</p>	<p>The provision maps ensure focus and clarity to support any learning or pastoral needs of the pupil. The maps identify both interventions and their associated cost; in this way, impact can be evaluated. A copy of the provision map is retained in each class planning. An SLT overview file is also retained for scrutiny by the Headteacher, Deputy Headteacher and School Business Manager.</p>	<p>DHT</p>	<p>At least termly through:</p> <ul style="list-style-type: none"> • Provision maps • Case studies • Pupil progress meetings • Data review

	Case studies have been established to benchmark attainment in each year group. The case study notes continue to be updated regularly and include progress, standards, attendance, punctuality and pastoral information included.		
To monitor, evaluate and review the impact of interventions.	To ensure the overall effectiveness and value for money of the strategies used to support the Pupil Premium pupils. Monitoring and evaluation will include: Collecting examples of children's work from EYFS, KS1 and KS2, evaluating progress and discussing provision maps with staff. Learning walks and pupil conferencing. Ensuring timetables for interventions are well planned and executed each term. Monitoring feedback is shared with Team Leaders, teachers and support staff. Evaluating the Pupil Premium Provision Maps with SBM. Termly review of the intervention codes	SLT	At least termly through: <ul style="list-style-type: none"> • Provision Map reviews • Pupil Progress Meetings • Data review • Monitoring outcomes • Timetable review • Intervention code review
To monitor and analyse attendance and punctuality of Pupil Premium children. Ensure the families are supported and the appropriate action taken when necessary.	To ensure access to a broad, balanced and quality education by ensuring Pupil Premium pupils attend school and arrive on time. In this way learning opportunities are not missed and pupils are settled, motivated and engaged in their learning. In addition, their knowledge and skills develop along with their self-esteem, sense of wellbeing and social interaction. Monitoring and evaluation will include: Attendance data and attendance patterns comparison between Pupil Premium and non-Pupil Premium pupils both in school and nationally. Punctuality data and punctuality patterns comparison between Pupil Premium and non-Pupil Premium pupils.	HT Learning Mentor Teachers Admin	Ongoing monitoring of attendance and punctuality data.
To ensure that the governing body are fully briefed regarding Pupil Premium provision and expenditure. By achieving this priority, the governing body are confident that the Pupil Premium funding secures excellent outcomes for pupils.			
The governing body are fully aware of the Pupil Premium provision, its related expenditure and impact across the school.	The governing body are fully aware of the Pupil Premium provision, its related expenditure and impact across the school. Monitoring and evaluation will include: A summary of the progress data for Pupil Premium pupils is shared with the	HT DHT SBM	At least termly through: Committee meetings SBM Report Governor Visit Reports

	<p>governing body termly. A summary of Pupil Premium expenditure is shared with the governing body termly. Impact of the Pupil Premium funding and associated interventions continue to be shared. Governor visits to school and visit reports. Pupil Premium Provision Maps are shared with the governing body. Learning Walks. Pupil Conferencing.</p>		
2. TARGETED SUPPORT			
Desired Outcome	What is the evidence and rationale for this choice and how do we ensure it is implemented well?		
To ensure that Pupil Premium pupils make at least 3 points progress over the year and that the gap between Pupil Premium pupils and their peers continues to narrow.	<p>Intensive tuition with a teacher, either on an individual basis or in small groups, is used to support lower attaining pupils to ensure effective progress or to teach challenging topics or skills. Smaller groups provide sustained engagement from the pupils, work is more closely matched with learners needs and the teacher is able to provide more effective feedback.</p> <p>Provision Maps and Teacher Led Intervention The provision maps ensure focus and clarity to support the learning needs of the pupil. The maps identify both interventions and their associated cost; in this way, impact can be evaluated. Teacher led interventions are carried out to support the pupil's learning and improve attainment.</p>	SLT	<p>At least termly through:</p> <ul style="list-style-type: none"> • Provision Maps • Case Studies • Data analysis • Pupil progress meetings
		Budgeted Cost	£30,000
To ensure that Pupil Premium pupils receive the required support and identified gaps in their learning are addressed.	<p>By supporting pupils in class and in small groups from fully trained teaching assistants and under the direction of the teacher, identified gaps in a pupil's learning can be addressed to ensure that progress and attainment will continue to be made. By using this approach, self-confidence, motivation and participation is increased to ensure a 'well rounded' education is received.</p> <p>Provision Maps and Teaching Assistant Interventions Fully trained teaching assistants are used to support and develop reading, writing and maths intervention programmes.</p>	Teaching Staff	

		Budgeted Cost	£26,000
To ensure that the lowest achieving eligible pupils aged five or six will, where possible, reach age-expected levels after following a 20 weeks intensive programme.	<p>By providing support for eligible pupils aged five or six years to help them learn to read and write, St Mary's promotes self-extending learning, enabling pupils to continue to make progress throughout their school life.</p> <p>Reading Recovery A highly, specially trained teacher is employed to deliver this very specific programme which enables selected pupils to reach age-expected levels within 20 weeks.. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning.</p> <p>It involves one to one lessons every day for about 30minutes. At the end of the series of lessons, children should have caught up and be able to read at the expected level for their age.</p>	SENCO	<p>Termly through:</p> <ul style="list-style-type: none"> • Provision Maps • Case Studies • Data scrutiny
		Budgeted Cost	£13,500
To address the need of Pupil Premium pupils experiencing social, emotional and behavioural issues which not only impacts on their ability to learn but also their self- esteem, ability to make the right choices, lack of confidence and failure to achieve their full potential.	<p>By providing support and guidance to eligible pupils who experience social, emotional and behavioural issues, the barriers to learning are removed; effective participation, the enhancement of individual learning and aspirations are raised in order for pupils to reach their full potential.</p> <p>Learning Mentor A Learning Mentor is employed to provide support and guidance to improve the self-esteem and emotional and mental well-being for eligible pupils to raise aspiration, enhance learning and help pupils reach their full potential.</p>	SENCO	Termly
		Budgeted Cost	£27,500
To improve oral and aural language development and the acquisition of clear speech and communication.	To improve spoken language and verbal interaction for pupils in the classroom. Comprehension and reading skills benefit from explicit discussion of either the content or processes of learning or both. The use of structured questioning develops reading comprehension. Pupils benefit from being able to articulate ideas and express their views; this also promotes discussion and interaction in groups.	SENCO	Ongoing

	<p>Whole language approaches, which focus on meaning and understanding, are also vitally important for interaction, dialogue and social skills; working one to one can extend new vocabulary.</p> <p>St Mary's continue to use group and one to one teaching, training for support staff with a speech and language consultant and direction from a Speech and Language therapist.</p>		
Budgeted Cost			£1,000
3. OTHER APPROACHES			
Desired Outcome	What is the evidence and rationale for this choice and how do we ensure it is implemented well?	Staff lead	When will we review implementation?
To address a specific interest and build on latent talent. Providing opportunities for a dream to be followed.	<p>To nurture specialist skill development and expression through a specific learning activity e.g. music. Not only does this improve self-esteem but it develops skills and knowledge associated with playing an instrument and learning to read music.</p> <p>Individual Music Tuition Tuition is provided through Love Music Trust and Music for Life.</p>	SENCO	Annually in the summer term
Budgeted Cost			£50
To provide enrichment activities to pupils who would not normally experience these opportunities.	<p>To financially support opportunities which enrich and develop both the social and emotional aspects of learning as well as providing the opportunity for access and inclusion.</p> <p>Residential Visits Families of pupil premium pupils in year 4 and 6 receive a half price subsidy towards the cost of the residential trips which would otherwise be cost prohibitive.</p>	SBM	Annually in the spring term
Budgeted Cost			£2,000
Extending the school day to support and encourage pupils academically.	<p>To extend the length of the school day to provide additional time to target learning.</p> <p>Year 6 Booster sessions and Homework Clubs These clubs have a clear structure and a strong link to the curriculum as well as building confidence and providing test practice. Pupils are grouped according to need</p>	Teaching Staff	Ongoing

	which maximizes effectiveness.		
Budgeted Cost			Nil
Peer mentoring is used to further develop independence and build success in learning by pupils working together.	Peer mentoring offers opportunities for pupils to work together either in pairs or a group small enough for everyone to participate. It is used to encourage pupils to talk and articulate collaboratively to achieve more. Pupils find that working together is effective and efficient and non-threatening. Peer Mentoring Staff continue to design tasks which lead to learning gains e.g. reading buddies. This approach can also be extended and include competition between groups if appropriate.	Teachers	Ongoing
Budgeted Cost			Nil
To ensure the equality of opportunity to apply, further extend, embed knowledge and skills.	The SATs and homework books ensure that no child is disadvantaged in their learning by not being provided with additional learning materials. This ensures equality of access and opportunity. SATs and Homework Books Pupil Premium pupils are supplied, at nil cost, with SATs revision materials in year 6 and homework books in years 2 to year 6 inclusive.	SLT	Annually in the spring term
Budgeted Cost			£750
To improve the emotional and mental health of Pupil Premium pupils encouraging better self-esteem, increased self-awareness and greater resilience.	Working with a trained professional offers our Pupil Premium pupils the opportunity to share any concerns and work through any issues or difficulties either at home or at school. The sessions provide a safe environment and engage openness whilst developing resilience and self-worth. 1:1 Counselling Sessions By employing the services of Younger Minds, we are able to provide eligible pupils with access to early support for their emotional and mental health and well-being.	HT and Learning Mentor	
Budgeted Cost			£5,115
To raise the aspiration, motivation and self-esteem of Pupil Premium pupils and to	To raise the aspiration, motivation and self-esteem of Pupil Premium pupils and to provide opportunities which support pupils' health, safety and well-being.	Learning Mentor	Annually in the summer term

<p>provide opportunities to support pupils' health, safety and well-being.</p>	<p>Primary Respect Cheshire Fire and Rescue Service run an Alternative Education Programme, which offers pupils the opportunity to take part in fun, practical and positive activities that help encourage communication and citizenship skills. The course has had many positive outcomes including raising aspirations and motivation, increasing levels of self-esteem by feeling part of a team, developing social skills by interacting with Fire Station staff, team leaders and team mates.</p> <p>At the end of the five week course, the pupils take part in a special celebration assembly, in which they share their experiences and pass on important fire safety messages to the rest of the school.</p>		
Budgeted Cost			£1,600
2017/2018 Total Budget			£107,515