

ST MARY'S CATHOLIC PRIMARY SCHOOL

**Pupil premium strategy statement 2018-19**

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2018-19	Total PP budget	£29,040	Date of most recent PP Review	2017
Total number of pupils	90	Number of pupils eligible for PP	22 (£1320 per child)	Date for next internal review of this strategy	September 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
17	5	0	0

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	16	5	1	0	0
Year 5	9	3	0	0	0
Year 4	16	3	3	0	0
Year 3	12	5	0	0	0
Year 2	12	1	0	0	0
Year 1	13	0	0	0	0
Reception	11	1	0	0	0
Total	89	18	4	0	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	67%	100%	
% achieving expected standard or above in reading	100%	100%	
% achieving expected standard or above in writing	100%	100%	
% achieving expected standard or above in maths	67%	100%	
Progress score in Reading	1.1		
Progress score in Mathematics	-1.5		
Progress score in Writing	3.4		
% achieving expected standard or above in reading at KS1	50%	88%	
% achieving expected standard or above in writing at KS1	50%	88%	
% achieving expected standard or above in maths at KS1	50%	88%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Social, emotional and behavioural needs preventing access to learning in the classroom. |
| B. | Special educational needs relating to learning which may lead to learning taking place at a slower pace than peers. |
| C. | Poor understanding of language |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Family issues (including issues relating to finance, health, bereavement, distance of family home from the school making communication more challenging) which impact on parental ability to support the child with their educational needs. |
| E. | Low attendance |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make good progress in core areas of the curriculum (reading, writing, maths). This will be monitored throughout the year and measured through end of year assessments in the core subjects.	Pupils make good progress in reading, writing and maths.
B.	Pupils are able to access their learning alongside peers as their social/emotional well-being and behavioural needs are met, enabling positive participation in school life. This will be measured using My Plans and Education and Health Care review documents, reports from external professionals and internal case studies and school related assessments.	Pupils have a positive approach to learning and so make good progress across the curriculum, as a result of being in the classroom and able to access learning.
C.	Pupils develop a better understanding of language (written and for social interaction), which will help to improve spelling/ reading/ comprehension and their understanding of peers to support their learning in the classroom and interaction with others. Some of this understanding will be measured using Speech Link programme. It may also be measured by the Educational Psychologist as part of annual reviews.	Pupils Pupils able to make good progress in their learning across the Key Stage 1 curriculum and close the gap in English attainment between themselves and their peers.
D.	Pupils benefit from taking part in the various enrichment activities and residential courses alongside peers, to develop their social and independence skills. This will be measured using My Plans and Education and Health Care review documents and reports from external professionals in terms of behaviour and well-being.	Pupils are integrated into school life and develop life skills through a variety of different experiences. Pupils have the opportunity to develop team building skills and co-operate effectively with peers.
E.	Pupils attend school regularly enabling access to learning so that they can make good progress across all curriculum areas. This will be measured through half termly meeting with EWO and end of year attendance levels.	Pupils have good attendance and make good progress across all core areas of the curriculum.

5. Planned expenditure				
Academic year	2018/19			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils develop their understanding of English and Maths, with the aim of closing the attainment gap between themselves and their peers. Pupils make at least good progress and reach at least expected national standards in SATs and phonics testing.	One to one tuition in Maths/ English, for the majority of pupil premium pupils working with a teacher.	Previous positive impact of one to one sessions for pre/post teaching opportunities in English and Maths and looking at research from EEF.	Close liaison between teacher delivering sessions and class teacher.	NS
Outcomes of Mid-Year Review: Strategies working as planned so continuing for Summer term.				
Total Planned Expenditure:				£9,000
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils develop their understanding of language and/or their clarity of speech, so that they can also	Individual speech and language sessions with trained therapist to develop key language skills, based on the assessments made by the	Used previously in school with positive results.	Liaison between speech and language therapist and speech specialist in school – information relating to specific children in	NS/JF

communicate effectively with others. Carry out 1:1 sessions for spelling using specific programme for pupils where spelling has been identified as a key issue.	Speech and Language therapists during her visits to school. Use of Stareway to Spelling programme to support pupils on a 1:1 basis. Monitor impact of programme as outlined to assess impact.	Recommended on PP conference as a useful resource to implement.	recorded and shared with HT and class teachers. JH/NS/SK	
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Outcomes of Mid-Year Review:

Spelling programme not used – teacher bespoke planning instead.
1:1 sessions proving effective.

Total Planned Expenditure: £1100

c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils able to talk through their emotions and feel positively about their experiences in school.	Use of a trained play therapist to support children on a one to one basis with their social, emotional and behavioural needs. Work with families to support the needs of the wider support network as well as the individual pupil in school.	Positive impact experienced previously with pupils experiencing high levels of need in terms of their social and emotional well-being and behaviour.	Weekly 'hand over' meetings between classroom teacher/teaching assistant and individual pupils, following session with therapist.	NS
Pupils feel settled in school and able to approach their learning positively alongside peers.	Social and emotional sessions using THRIVE style activities for pupils, which will take place at 'trigger' points (e.g. start of the school day, after lunch, or afternoons depending on the needs of the child).	Positive use of sessions previously experienced in school.	Liaison between SENDCo/Class teacher and teaching assistants carrying out the sessions.	NS

Outcomes of Mid-Year Review:
School play therapist to retire so Drama Therapist employed to fulfil role for Summer term.

Total Planned Expenditure: £12,000

d. Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils make good progress in English and Maths as a result of misunderstandings being addressed rapidly, to enable the attainment gap to narrow or close.	Pre and post teaching sessions with groups of children in English and Maths across the school as needed. SLT and governors to assess impact on this as part of their meetings.	Impact on attainment witnessed in previous academic year using these sessions.	Through pupil progress meetings with teaching staff.	NS/JH/SK

Outcomes of Mid-Year Review:
1:1 and pre and post teaching working well for pupils involved in this, across Y2-6.

Total Planned Expenditure: £1,500

e. Group Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils able to access learning, as their social/emotional well-being enables them to positively participate in school life.	Emotional and social sessions using resources from Rainbows programme, to help to address feelings of loss where required. Use of friendship groups to support social and emotional needs of	Used both approaches successfully last academic year.	Support staff and class teachers liaise with those running the sessions in school.	LH/AW/JK/ NS

	pupils in school, facilitated by school staff and play therapist.			
Outcomes of Mid-Year Review:				
Due to pupil needs and staffing requirements, Rainbows sessions not run but two friendship groups and a number of nurture groups run during Autumn and Spring terms. Nurture groups will continue in the Summer term.				
Total Planned Expenditure:				£500
f. Learning Resources				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
N/A				
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Staff training for supporting pupils with social/emotional needs to support the work carried out by the play therapist as required.	Staff to develop play therapy techniques in the classroom so these can be used to support individual pupils when needed.	Positive impact seen in previous academic year with pupils with high social/emotional needs.	Use of techniques monitored with individual children through pupil progress meetings.	NS/JH
Staff training for speech and language support and the use of phonics to support pupils in class and in small group/ individual sessions.	Staff need confidence to address speech and language needs of pupils and supporting them accordingly in the classroom and on an individual basis.	EEF research suggests EYFS language development intervention and phonics sessions are effective in developing good progress.	Monitoring of speech intervention/phonics teaching by observing staff confidence.	

Outcomes of Mid-Year Review:
 Staff had training for therapeutic play and support with group preparation and delivery given by play therapy which has enabled pupils to benefit from managing social/ emotional needs.
 Staff accessed phonics training through Teaching School and through in-school support.

Total Planned Expenditure: £400

h. Enrichment/Raising Aspirations

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupils experience activities they may not otherwise have the opportunity to participate in and have chance to build team building skills with peers.	Additional funding given to enable pupils to participate in all enrichment activities alongside peers e.g. enrichment days, residential activity weeks.	Positive impact demonstrated in previous academic year.	Ensure that all pupils have the opportunity to participate in all enrichment activities.	NS/ MB

Outcomes of Mid-Year Review:

Total Planned Expenditure: £500

i. Home Support (e.g. breakfast club, EWO etc.)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Disadvantaged children attend school regularly and have access to learning every day.	Use of EWO to support families with regular attendance, where this has been difficult in the past.	Use of approach recommended by others to help support children/families.	Attendance of groups (including disadvantaged) and individual pupils is monitored half termly by NS and EWO.	NS

Outcomes of Mid-Year Review:
 EWO used to support pupils and families whose attendance is challenging.

Total Planned Expenditure: £300				
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Using external support, identify and address all barriers to learning for disadvantaged families and implement strategies to minimise the impact of these on the progress of pupils.	Participate in the 'Achievement for All Project', which will look at additional barriers for disadvantaged pupils and suggest effective strategies to use with individual pupils/ families which may be in addition to those listed above.	<p>The 'Achievement for All project' outcomes demonstrate that the model is effective in addressing the needs of disadvantaged pupils.</p> <p>Can collaborate with other local schools that are also embarking on this initiative.</p> <p>External monitoring giving objective overview of the situation and possible solutions.</p>	<p>External monitoring through project implementation.</p> <p>SLT meetings assess this, working as 'pupil premium champions.'</p> <p>Governors meetings monitor progress and analyse data/ qualitative evidence and impact during the year.</p>	NS/ JH/SK/ MB
Outcomes of Mid-Year Review:				
Training given to staff in delivering structured conversations with parents/ carers and half termly visits from programme mentor. Improved outcomes mid year for pupils on the programme.				
Total Planned Expenditure: £3735				

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.