

Pupil Premium Strategy Statement

1. Summary Information

School	St Marie's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£212,940		
Total Number of Pupils	270	Number of pupils eligible for PP	166	Date for next internal review of this strategy	Jan 2018

2. Current Attainment 2017

	<i>Disadvantaged pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	58%	65%
% making expected standard in reading	58%	64%
% making expected standard in writing	58%	65%
% making expected standard in maths	63%	71%

4. 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)

A.	Children’s data on entry to EFYS is well below national average. Children ‘s speech and language hinders their readiness to learn
B.	Low attainment in phonics particularly disadvantaged children in Y1
C.	KS1 Low attainment for disadvantaged pupils in reading ,writing and maths.
D.	Low attainment of pupils in KS2 at the expected standards including gaps in RWM combined .

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

E.	Low attendance and high persistent absentee rates.
F.	Increasing numbers of families with external support or early help support due to family circumstances.
G.	High levels of deprivation – Double national figures.

5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	GLD attainment including PP at the end of EYFS to increase . 2017 56% GLD NPP 59%	Increase to 66% for GLD 60% for PP GLD
B.	To increase the attainment at the expected standard in Phonics in Y1 and close the gap for disadvantaged . 2017 50% PP 24% and NPP 87%.	Gap between school and National in Y1 decreases by 20% . More PP children achieved expected standard Y1 phonics
C.	Improved outcomes at the expected standard in all subjects: Improved results for KS2 boys in reading 43% , Writing 58% Maths 63%, EGPS 58%	More children reach the expected standard in all subjects for combined % also increases for disadvantaged. Gap between PP and NPP decreases.

D.	<ul style="list-style-type: none"> Improved outcomes at the expected standard for KS1; Reading 54%, Writing 50%, Maths 38% Improved outcomes in maths at the end of KS1, for disadvantaged pupils and focus on girls. 	More children reach the expected standards in all subjects and close the gap between the PP and NPP in KS1 especially maths,
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E.	Improved attendance and persistent absence rates for all groups especially disadvantaged.	Reduce the numbers of persistent absentees of disadvantaged children to 10% or below.
F.	Disadvantaged children have access to programmes to raise self esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	Children who access self-esteem/ well being programmes show positive impact from the programme from school data, pupil voice and adult/ parental feedback.
G.	Subsidising breakfast club to ensure disadvantaged children have a good start to the day and are ready for learning.	<p>Increased numbers of disadvantaged children access a good breakfast to ensure readiness to learn and high levels of punctuality.</p> <p>Disadvantaged children are tracked to ensure that they have access to a broad and balanced curriculum. Pupil voice is collected to measure impact.</p>
H.	High adult/ pupil ratio will enable specific needs of disadvantaged pupils to be targeted.	Accelerated progress for disadvantaged pupils so that the gap between disadvantaged and all other pupils closes.
I.	Learning Mentor to monitor patterns of attendance in disadvantaged children and to work closely with EWO and families to provide early help and establish good patterns of attendance.	Attendance overall remains in line with national at 96.1 fo 2017/18

6. 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	Impact
To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving GLD.	EYFS to target early language and communication. Training for Staff and resources purchased for Talk Boost. Staff CPD to support development of Communication and Language.	Baseline and data on entry shows that the children enter well below age related expectation. Increasing numbers of disadvantaged children are entering school with speech and language difficulties.	Termly monitoring of progress of children through development matters. Termly SLT pupil progress meetings.	EYFS Lead E Scott S Wignall	<ul style="list-style-type: none"> • PP/ EYFS GLD 72.7% increase of 17.1% on 2017. • Prime areas 81.8%- expected. • Specific areas 54.5% - expected

<p>To improve outcomes for disadvantaged and increased attainment at expected standard in Y1 and Y2 Phonics</p>	<p>New resources and CPD for staff to support targeted groups. Extra TA support in small groups and 1;1</p>	<p>PP 24% met standard in 2017. The gap to national was 57% and the gap to NPP was 61%. All staff retrained and new resources purchased to support RWI everyday in class and through targeted intervention</p>	<p>Monitoring progress of PP in phonics tracking Termly phonics meetings</p>	<p>SO'Keeffe J Harris M Barr</p>	<ul style="list-style-type: none"> • 70.6 % Y2retakes phonics attainment • 83.3% for Y1 FSM, increase on 2017 by 70%.
<p>To improve outcomes in writing and to increase the percentage of pupils working at greater depth, with a focus on disadvantaged boys.</p>	<p>Whole school focus on children having opportunities to apply their learning in writing independently and across the curriculum.</p>	<p>Not sufficient disadvantaged pupils compared to national other pupils achieved GDS in writing. 50% PP 72% NPP children achieved ks1 writing 58% in KS2 writing NPP 86%</p>	<p>Literacy co-ordinator to monitor progress of disadvantaged groups in writing. Termly data collection analysed by class teachers/ SLT/ Literacy Coordinator. SLT meetings to target progress and attainment of disadvantaged in writing. Cross moderation of writing with local schools to support Teacher Assessment Standardisation meetings to take place in school and across network/ LA.</p>	<p>C Harkin M Barr A Clarke J Harris S Devaney</p>	<ul style="list-style-type: none"> • In KS2 • A small percentage of boys are at Greater Depth writing at the end of Y4 2018. This continues to be an area of priority.
<p>Smaller classes to support all pupils with classes that have high % of pupils with SEN</p>	<p>2x classes with less than 20 pupils .</p>	<p>School has 24% of children on the SEN register which is above the national. Smaller classes enable teachers and TA to give specific and targeted support to smaller groups within the classroom</p>	<p>Termly monitoring of progress of children through development matters. Termly SLT pupil progress meetings</p>	<p>J Smith C Harkin J Harris</p>	<p>SEN register reduced in 2017/18 to 22.30%. Intervention for specific pupils in phonics supported KS1 overall</p>

		setting. 2 children in other classes have EHCP . TA needed for extra support.			achievement in 2018.
To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for disadvantaged children to at least 97%.	Learning Mentor to continue to support improvement in parental engagement and improves attendance and reduced PA's. Learning Mentor to lead whole school incentives for attendance and punctuality.	End of year data for July 2017 indicates overall attendance of all pupils 96.1%. Attendance for disadvantaged children is 94.65% compared to attendance of non disadvantaged children at 95.57%. Difference between disadvantaged and non-disadvantaged is 0.35%.	Daily and weekly and half termly monitoring of attendance overseen by Headteacher.	S O'Keeffe S Watson	Annual attendance continues to be in line with National at 96.1%
Total budgeted cost					£84,629

ii. Targeted support					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact
Accelerate progress of targeted pupils in maths ensuring in school closure of gap in maths is maintained.	Targeted support from teachers and teaching assistants across all year groups	End of Key Stage 1 disadvantaged pupils	Greater skill in maths teaching as evidenced in lesson observations, as well as evidence in books, pupil responses & formative assessment evidencing progress across the year.	S Devaney M Barr A Clarke	Disadvantaged in KS/17/18. Improvement on 2017 but still below national by 17%
Small group and one to one interventions provided by teaching assistant	Targeted support from teachers and teaching assistants across all year groups.	For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact.	J Smith S O’Keeffe	Successful interventions have impacted upon pupils reading and spelling ages in 17/18.
ICT equipment to be enhanced with new I-Pads for both key stages to support further development of skills in Computing and writing for boys.	Purchase of ICT equipment across the school to support and engage pupils in writing and teach skills.	Boys writing well below average both in KS1 and KS2.	Greater skill in ict teaching as evidenced in lesson observations, as well as evidence in books, pupil responses & new assessment in place	S Wignall S Devaney	KS1 supported byPurple Mash online support which has impacted upon overall KS1 results in Reading, writing and Maths in 2018.
Total budgeted cost:					£72,552

iii. Other approaches

Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact
Disadvantaged children have access curriculum enrichment, trips etc.	Targeted children to access extended services at subsidised cost/ no cost.	This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement in residential activity or curriculum enrichment activity.	Trips and visits Co-ordinator will monitor uptake to ensure that non attendance is not due to financial restraints.	All Staff	Children have had opportunities to visit castles, sports complexes , theatre and arenas to enrich their experiences not accessible in their own environment.
Aspirations for pupils through careers week , enhancing the SMSC curriculum	Children involved in themed weeks to support aspirations of pupils within the community	Children to be supported in future aspirations to inspire and develop skills that will support their future potential both in schools and within the local community. Children involved in workshops through careers fairs. Local community employers working in school.	World of Work week Themed weeks that link to the wider curriculum and transitional links with the All Saints/ Kirkby High.	S O'Keeffe J Harris S Devaney	Careers Fair through Liverpool compact and Professor Fluffy from Liverpool University/ John Moores. Visit to Edge Hill for Transition .
To ensure all children are ready to learn and access their lessons	To provide breakfast for children who haven't eaten at home before school	By providing breakfast, fruit we are ensuring children are not hungry when they arrive at school or during the day.	TA's will monitor children who need breakfast and report to HT. LM DHT.	S O'Keeffe S Watson J Harris	Magic Breakfasts are now fully engaged supporting disadvantaged pupils at St Maire's
To enrich the curriculum through the delivery of	A range of curriculum subjects including Music	This ensure quality of provision across a range of subjects for all children offering a wide range of opportunities to engage in the curriculum both in and	Monitoring lesson provided and gather evidence through children 's work, staff and pupil voice	All Staff All coordinators	Music, Swimming, dance, and multi sports support children in after

specific subjects taught by external professional. TO provide additional resources to enrich the children's experiences	swimming computing, dance , drama taught across all year groups	out of school to broaden their experiences.			school clubs as well as curriculum development
Total Budgeted Cost:					£40 889

4. Review of expenditure:

Previous Academic Year

2016/17 See pupil premium impact statement on school website

5. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Kirkby.
- 55% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families.
- Quite high pupil mobility. At one point, a third of pupils across the school had joined the school at a later stage. This led to school tracking a category for performance under 'mobile pupils' as it was so significant.
- 10% of pupils are EAL.
- 22% of pupils (56 children) have SEN support. 13% at Wave 3 Moderate Learning/specific learning difficulties
2 children on EHCP. 2 children ASC pathway.