

# Pupil Premium Strategy Statement

## 1. Summary Information

School	St Marie's Catholic Primary School				
Academic Year	18/19	Total PP budget	£190.080		
Total Number of Pupils	258	Number of pupils eligible for PP	136	Date for next internal review of this strategy	March 19

## 2. Current Attainment 2018 KS2

	<i>Disadvantaged pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	25%	37%
% making expected standard in reading	25%	41%
% making expected standard in writing	50%	56%
% making expected standard in maths	45%	56%

#### 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)***

<b>A.</b>	Raising standards in reading across the school.
<b>B.</b>	Raising Standards in combined Reading, Writing and Maths at the end of KS1 and KS2
<b>C.</b>	To further support pupils with social and emotional issues across the school.
<b>D.</b>	To support all pupils in the development of their language skills .

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

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

#### 5. Outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success Criteria</i></b>
<b>A.</b>	Reading , Writing and Maths combined to be at least in line with national averages	Increase to 64% for RWM at the end of KS2 More children reach the expected standard in all subjects for combined % also increases for disadvantaged. Gap between PP and NPP decreases
<b>B.</b>	To continue to raise standards in phonics at the end of Year 1	Phonics to be at least in line with national in 2019
<b>C.</b>	To improve the number of disadvantaged children making appropriate progress at the end of KS2 in Reading, Writing and Maths	Significant increase of children making appropriate progress at the end of KS2- middle attainers

<b>D.</b>	<b>To improve the % of children in KS1 attaining expected in Reading, Writing and Maths</b>	More children reach the expected standards in all subjects and close the gap between the PP and NPP in KS1 especially reading,
-----------	---	--

<b>E.</b>	Improved attendance and persistent absence rates for all groups especially disadvantaged.	Reduce the numbers of persistent absentees of disadvantaged children to 10% or below.
<b>F.</b>	Disadvantaged children have access to one to one support through Nurture groups and Sensory circuits to support the increasing number of pupils with social and emotional concerns in the school. To decrease number of fixed term exclusions.	Children who access self-esteem/ well being programmes show positive impact from the programme from school data, pupil voice and adult/ parental feedback. CPD for staff in dealing with challenging pupils.
<b>G.</b>	Subsidising breakfast club to ensure disadvantaged children have a good start to the day and are ready for learning.	Increased numbers of disadvantaged children access a good breakfast to ensure readiness to learn and high levels of punctuality.  Disadvantaged children are tracked to ensure that they have access to a broad and balanced curriculum. Pupil voice is collected to measure impact.
<b>H.</b>	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.
<b>I.</b>	Learning Mentor to continue 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.	Targeted support.

## 6. Planned expenditure

### Academic year 2018/19

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 we review the implementation
Improved rates or progress to be at least 0 in Reading, Writing and Maths at the end of KS2.	Increased support for Y6 with intensive intervention for smaller groups across the cohort.	Progress for Disadvantaged 2018 was significantly below the national average ; Reading -6.33 Writing -3.40 Maths -3.44	Half- termly pupil progress meeting with Y6 teacher to enhance support and ensure that children are making appropriate progress and being supported with interventions. Middle attainers specifically to be targeted for support	SOK JH	Dec 19 Feb 19 April 19 July 19

--	--	--	--	--	--

<p>To improve outcomes in reading, writing and maths and to increase the percentage of pupils working at greater depth, with a focus on disadvantaged boys.</p> <p>KS1 disadvantaged to continue to improve on attainment in Reading, Writing and maths</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 Average progress in reading -8.12, writing -3.11 and in maths -4.11, significantly below national average.</p> <p>Only one child achieved GD in reading and writing, who entered the school in Y6. Boys are to be a focus for Greater Depth writing due to none attaining GD in over 2 years.</p> <p>Ks1 did increase this year in Reading by over 20% but still well below the national average and in other areas. The school was broadly in line with national for phonics in KS1 with 79%</p>	<p>SLT to monitor and regularly evaluate progress of disadvantaged groups in writing.</p> <p>Termly data collection analysed by class teachers/ SLT/ Literacy Coordinator.</p> <p>SLT meetings to target progress and attainment of disadvantaged in writing.</p> <p>Cross moderation of writing with local schools to support Teacher Assessment</p> <p>Standardisation meetings to take place in school and across network/ LA.</p>	<p>HT/SOK JH JS</p>	<p>Jan 19 Apr 19 June19</p>
<p>To continue raising standards of pupils attaining GLD at the end of EYFS</p>		<p>Three year trend of increase in GLD. Boys in line with national . School Disadvantaged above LA. Improving trend of scores in C&amp;L</p>	<p>Moderation meetings to take place in school and across network/</p>	<p>E Scott KJ Pinnington</p>	<p>Dec 18 Mar 19 Jun19</p>

<p>To promote and improve good attendance and punctuality of targeted pupils.</p> <p>Increase annual attendance for disadvantaged children to at least 97%.</p> <p>To decrease the number of exclusions in the school</p>	<p>Learning Mentor to continue to support improvement in parental engagement and improves attendance and reduced PA's.</p> <p>Learning Mentor to lead whole school incentives for attendance and punctuality.</p> <p>New behaviour lead to impact with new behaviour system.</p> <p>Pastoral support in place and training for staff in escalation strategies</p>	<p>Difference between disadvantaged and non-disadvantaged School still well below national averages for absence at 4.3 compared to 5.5. PA at 11.6 compared to 15.7</p> <p>All classes have attendance targets to support all pupils.</p> <p>School exclusion at 5.36 , 1.86 above national average. Pupils with fixed term of one or more , above national average by 0.36</p>	<p>Daily and weekly and half termly monitoring of attendance overseen by Headteacher.</p> <p>New Pastoral team in place to identify pupils at risk of exclusion with key workers in place and training for staff with de-escalation strategies.</p> <p>Sensory circuit and nurture group in place to support vulnerable pupils .</p>	<p>HT LM JH JS</p>	<p>Feb 19</p>
<b>Total budgeted cost</b>					<b>£98,504</b>

<b>ii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will we review the implementation</b>
Accelerate progress of targeted pupils in reading ensuring in school closure of gap in reading is maintained.	Power of Reading has been introduced to school, staff presentations and Termly standardised tests to monitor and evaluate progress.	In 2018 25% of pupils achieved the expected standard in reading 50% below the national average. Pupil in KS1 reading disadvantage 20% below the national but improved on results from 2017. 16% below in writing.	CPD for teachers in Power of Reading training and funding to support and develop reading across both key stages.	<b>CH</b> <b>JH</b>	Jan 19  April 19  June 19
Small group and one to one interventions provided by teaching assistant	Targeted support from teachers and teaching assistants across all year groups.	58/23% are SEN across the school with 12% SEMH 9.65% Speech and Language 8.5% on Early Help	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact.	JS/pastoral team	
<b>Total budgeted cost:</b>					<b>£53793</b>

### 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	When will we review the implementation
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.	SOK/HT	July19
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.	SOK/HT	July19
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.	SOK/DS	July19
To enrich the curriculum through the delivery of specific subjects taught by external professional. TO	A range of curriculum subjects including Music swimming computing, dance , drama taught across	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 out of school to broaden their experiences.	Monitoring lesson provided and gather evidence through children 's work, staff and pupil voice	SOK/HT	July19



provide additional resources to enrich the children's experiences	all year groups				
<b>Total Budgeted Cost:</b>					<b>£33379</b>

<b>4. Review of expenditure:</b>	
<b>Previous Academic Year</b>	<b>2017/18 See pupil premium impact statement on school website</b>

## 5. Additional detail

- The school is in the highest 205 /0.6 deprivation quintile.
- School is the top 20% of all schools for the proportion of SEN support at 24.5% 17/18
- 59% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families.
- The percentage of FSM in Y6 74% was higher than all other year groups.
- There was a larger than average increase in the percentage of disadvantaged pupils between 2017/18
- There was a large decrease in the number of pupils from 281 in 2017 to 261 in 2018.
- 10.9% is EAL
- 0.8% EHC Plan