**St Paul’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.

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| 1. **Summary information and evaluation of previous year** | | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £91 620 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 179 | **Number of pupils eligible for PP** | **79** | **Date for next internal review of this strategy** | January 2019 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 51 | 68 | 0 | 15 |

**Current Academic Year**

**(Percentages are for each cohort and the totals across the school)**

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 26 | 8 | 10 | 0 | 0 |
| Year 5 | 28 | 5 | 7 | 4 | 0 |
| Year 4 | 28 | 10 | 14 | 0 | 0 |
| Year 3 | 21 | 7 | 10 | 0 | 1 |
| Year 2 | 29 | 10 | 12 | 1 | 2 |
| Year 1 | 23 | 6+1 | 7 | 2 | 1 |
| Reception | 27 | 11 | 0 | 1 | 1 |
| Total | **182** | **58** | **59** | **8** | **5** |

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| **1A. Evaluation of previous year 17-18** | | | |
|  | *Intended outcomes and how they will be measured* | *Success criteria* | *Evaluation of the impact of actions on pupils’ outcomes* |
|  | Slower progress of PP children is creating a gap between them and non-PP children (need to accelerate progress) Data tracking of PP pupils Through pupil progress meetings (Target Tracker) Range of evidence in all learning- including theme Attitudinal surveys for children | 49 PP children (80%) will make 7 points or more progress in Maths and English. 12 Children will make expected progress (6 points) PP children will grow in resilience and confidence with their learning and accessing new learning. | REVIEW: 80% of PP made 6 points or more progress, 50 % made 7 or more steps progress Significant difference between 2018 and 2017 in age related 2017: Reading 17% 2018 59% 2017: Writing 18% 2018 78% 2017: Maths 33% 2018 57% Combined has increased from 18 to 43 % across the whole school for Pupil premium children in all year groups. |
| **B.** | Poor social and emotional resilience that makes learning challenging, children find it very difficult to take on board actions to improve and develop their learning. Pupil progress Attitudinal surveys Peer feedback and how this develops over time. Reduction in time with learning mentor. | Children responding independently to comments in marking and giving constructive feedback as well.  Children will be able to apply strategies given to them by the learning mentor.  Children able to talk confidently about their learning behaviours and demonstrate application of this.  The children will be able to carry out peer support  Learning Doctors- Learning doctors in place across key stage 2. | Children are more confident using the strategies independently and are applying them more consistently through the day. The teachers are encouraging children to use these strategies as well.  Audit and observation completed in Term 5 of this and a significant improvement.  Peer support having a direct impact on progress within lessons of pupils. Teachers as the expert is developing |
| **C.** | Complex emotional family environments- high levels of CP and external agency involvement. Incident log Incidence logs for attendance at CP/TAMs/EHAT ELSA time registered | Reduction in number of CP9 cases- families able to support themselves, know where to get support. Reduction in DSL/DDSL meetings. Reduction in low level disruption in school. Impact longer term on pupil progress. | There has been an increase in Child protection due to the arrival of complex families to the school and an increase in rigorous monitoring of vulnerable families. Low level disruption has dropped significantly. Number of red cards has dropped in both key stages |
| **D.** | Attendance and lateness is an issue for some of our PP pupils and this affects their progress academically, socially and emotionally in school. Attendance meeting minutes Letters and warning letters from EWO and school Trend analysis completed termly Progress of repeat offenders for lateness /attendance Reduction in this element within TAM/CiN meetings | 96% attendance for PP Current lateness- reduced by 50% Direct link to progress in A | September 2017-May 2018  Whole School 95.36% PP 94.05  May 2018- EOY Whole School- 95.38% PP 93.82%  Due to an increase in unauthorised holidays, there has  been a drop in attendance for our PP children. The  EWO is actively working with school to tackle poor  attendance. |

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| 1. **Current achievement** | | | |
| **End of KS1 & 2 Attainment for: 2017-2018** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing and maths | **60%** | **65%** | **64%** |
| % achieving expected standard or above in reading | **66%** | **77%** | **75%** |
| % achieving expected standard or above in writing | **66%** | **68%** | **78%** |
| % achieving expected standard or above in maths | **73%** | **83%** | **76%** |
| Progress score in Reading |  | **-1.4** |  |
| Progress score in Mathematics |  | **0.0** |  |
| Progress score in Writing |  | **0.9** |  |
| % achieving expected standard or above in reading at KS1 | **75%** | **76%** |  |
| % achieving expected standard or above in writing at KS1 | **75%** | **62%** |  |
| % achieving expected standard or above in maths at KS1 | **100%** | **86%** |  |

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| 1. **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)* | |
|  | Maintaining better than expected progress of PP children to diminish the gap between them and non-PP children particularly writing |
|  | Poor social and emotional resilience |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Complex emotional family environments- high levels of CP and external agency involvement. |
|  | Attendance of pupils, reduction in term time holiday. Huge impact on low attendance by some of these families. |

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| 1. **Intended outcomes** | | |
|  | *Intended outcomes and how they will be measured* | *Success criteria* |
| **A.** | Due to low starting point of our PP pupils we need to secure accelerated progress in reading, writing and maths thus leading to them getting to expected standard at key assessment points.  for those children with complex needs (on SEN register) the school is ensuring that these children make at least expected progress through high quality teaching and targeted teaching.  This will be measured every six weeks through assessments, this will include the use of PIRA and PUMA tests three times a year. Diminishing the difference sheets will be completed and review 6 weekly as part of pupil progress meetings. There will be a range of evidence expected in all learning and attitudinal surveys for all children. | 90% of pupil premium children to make expected progress in all areas- reading/writing and maths with 60% making better than expected progress (7 steps or more).  100% of PP who are not SEN will achieve combined at the end of KS2, however this will only be 50% of the whole PP group. |
| **B.** | Poor social and emotional resilience which makes learning challenging. children find it very difficult to take on board actions to improve and develop their learning.  Pupil progress  Attitudinal surveys  Peer feedback and how this develops over time.  Reduction in time with learning mentor.  Through conferencing and surgery sessions | Children will be confident applying strategies given to them by the learning mentor or ELSA.  Children will respond to marking comments and be able to give and accept constructive criticism.  Children to be able to confidently talk about their learning behaviours and demonstrate this in their learning.  All staff to complete mental health awareness training through CAMHS.  Emotional Literacy curriculum in all classes- POD to monitor the effectiveness and impact of this. |
| **C.** | **Complex emotional family environments- impact how children with high levels of Child Protection issues and external agency involvement.**  Incident log  Incidence logs for attendance at CP/TAMs/EHAT  ELSA time registered  PSA to work with targeted families  Attendance at the Incredible Years program  Work with CAMHS and MAST support staff  School will have close alignment with the 3 groups (CCG/LA/Police) to address issues and concerns with vulnerable families. | Reduction in case load of PSA  Level of CPP reduces- due to support impact  Child In Need numbers reduce- higher level of EHAT.  As a result of external support from agencies, the needs of the children will be met, leading to them make expected progress.  focus children are safe and feel secure both in school and at home and have people they can talk to.  parents will be engaging with professionals regularly. |
| **D.** | Attendance and lateness is an issue for some of our PP pupils and this affects their progress academically, socially and emotionally in school.  Attendance meeting minutes  letter and warning letters from EWO and school  Trend analysis completed termly  Progress of repeat offenders for lateness and attendance  Reduction in within TAM/EHAT/CIN meetings | Attendance of PP group to increase 94.5 ( 2017/18 - 93.82%)  Refer to progress outcomes in A. |

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| 1. **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** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| For children to diminish the difference in attainment and make accelerated progress in maths and English- removing the barriers from previous underachievement. | Children (16) to work in small groups (4-5 pupils for 45 mins) on a weekly basis with teachers on targeted learning (actions specified to incorporate in learning during the week) | **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  **Small group** provision will provide  moderate impact with moderate cost.  Impact from previous years has  been positive on rates of progress with the  targeted children. (EEF research) | Class teacher to monitor implementation, ensure that children are aware of action to work on during the week.  SLT to track progress 6 weekly through pupil progress meetings (PPM) | MA  MH |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£9 180** |
| **b. 1-1 Intervention - Academic** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Daily Maths surgeries and/or English conferencing to diminish the difference and secure good rates of progress, addressing misconceptions | Teachers and teaching assistants to conduct short sessions to address learning needs identified in formal teaching sessions.  All PP children to be conferenced with at least 3 times a week. | **Mastery learning-**  Moderate learning for very low cost, based on moderate evidence  **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  Previous cycles have shown good and accelerated progress and success on end of year attainment. | Through 6 weekly PPM and observations of interventions.  Monitoring of tracking sheets and timetables. | MA  SM |
| **Outcomes of Mid-Year Review:** | | | | |
| To secure good progress with year 1 phonics through RWI and targeted intervention, leading to children achieving the phonics screening check.  This will include the year 2’s that did not pass the phonics screening. | 1:1 Pinny time 5 days a week | **Mastery learning-**  Moderate learning for very low cost, based on moderate evidence  **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  Previous cycles have shown good and accelerated progress and success on Year 1 phonics screening | Termly monitoring, and constant monitoring in RWI sessions. | SS |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£14 392** |
| **c. 1-1 Intervention - Social** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| MAST- to provide support through EP’s Learning mentors and Counsellors to develop emotional resilience for targeted children. | Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. | **Meta cognition and self-regulation-**  high impact for very low cost.  **Social and emotional learning-** moderate impact for moderate cost  Our school is located in a deprived area of the city and the children often lack the resilience and tools to enable them to access learning and manage their emotions. | Records and evaluations shared with the school, as appropriate.  The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. | SM |
| Learning Mentor- to provide support to targeted children to develop emotional resilience. | Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. |  |  | SM/MA |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£9 350** |
| **d. Group Intervention - Academic** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| For children to diminish the difference in attainment and make accelerated progress in maths and English- removing the barriers from previous underachievement. | Children to work in small groups on a weekly basis with teachers on targeted learning (actions specified to incorporate in learning during the week) | **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  **Small group provision** will provide  moderate impact with moderate cost.  Impact from previous years has  been positive on rates of progress with the  targeted children. (EEF research) | Class teacher to monitor implementation, ensure that children are aware of action to work on during the week.  SLT to track progress 6 weekly through pupil progress meetings (PPM) | SB/KMG |
| **Outcomes of Mid-Year Review:** | | | | |
| For children to diminish the difference in attainment and make accelerated progress in maths and English- removing the barriers from previous underachievement - focus on expected standard and greater depth | Booster Classes and Easter School-  Children to attend weekly maths and English sessions from September/January until May.  Children to attend a 3 day Easter school focussing on maths, English and exam technique. | **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  **Extend the school day** (EEF) Low  impact cost, based on moderate  evidence | Selected staff to plan and resource lessons, headteacher and leadership team to monitor impact. | **MH/HT** |
| **Outcomes of Mid-Year Review:** | | | | |
| Maths surgeries and English conferencing to diminish the difference and remove historical underachievement and misconceptions. | Teachers and teaching assistants to conduct short sessions to address learning needs identified in formal teaching sessions. | **Feedback-** high impact for very  low cost (EEF research)  **Mentoring**- Low impact for  moderate cost. (EEF research)  **Reading comprehension strategies-** Moderate impact for very low cost  **Mastery learning-**  Moderate learning for very low cost, based on moderate evidence  Previous cycles have shown good and accelerated progress and success on end of year attainment. | Through 6 weekly PPM and observations of interventions. | **SM/MA/KMG/SB** |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£46 908** |
| **e. Group Intervention - Social** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Children to build resilience  Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily enabling them to access learning and make good progress. | ELSA TA to work with Year 4/3  ELSA TA to work with Year 5/6  ELSA TA to work with Year 2  on a weekly basis for formal sessions and on a needs basis individually. | **Meta cognition and self-regulation**-  high impact for very low cost.  Our school is located in a deprived area of the city and the children often lack the resilience and tools to enable them to access learning and manage their emotions. | monitoring of sessions  feedback from teachers  evaluation from the children. | SM |
| **Outcomes of Mid-Year Review:** | | | | |
| MAST- to provide support through Ep’s Learning mentors and Counsellors to develop emotional resilience for targeted children. | Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. | **Meta cognition and self-regulation**-  high impact for very low cost.  **Social and emotional learning-** moderate impact for moderate cost  Our school is located in a deprived area of the city and the children often lack the resilience and tools to enable them to access learning and manage their emotions. | Records and evaluations shared with the school, as appropriate.  The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. | **SM** |
| **Outcomes of Mid-Year Review:** | | | |  |
| **Total Planned Expenditure:** | | | | **£ 6 525** |
| **f. Learning Resources** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| To provide stimulating tools for children to access and engage with their learning. | Clicker 7 Upgrade  PECS/Boardmaker training  Woodlands Outreach liaison | **Phonics** (EEF) moderate impact for very low cost.  **Small group-** moderate impact for moderate cost (+4 months) | Staff will show confidence- this will be demonstrated through observations  children will be supported and challenged in their learning appropriately. | SM |
| Emotional literacy support-  story based curriculum to develop emotional resilience in learning. | Implementation of Emotional Literacy scheme (2 year program) | **Meta cognition and self-regulation**-  high impact for very low cost.  **Social and emotional learning-** moderate impact for moderate cost  Our school is located in a deprived area of the city and the children often lack the resilience and tools to enable them to access learning and manage their emotions. | Books for year 1- £400  Monitoring of planning and the impact in school will be recorded through discussions with the class teachers. | SM/MH |
| Accelerated reader programme- reading programme to engage pupils with reading. | Implement accelerated reader with the whole of key stage 2. This entails star reading tests once they have completed a text. Children are highly motivated by this. | **Meta cognition and self-regulation**-  high impact for very low cost.  **Social and emotional learning-** moderate impact for moderate cost  Our school is located in a deprived area of the city and the children often lack the resilience and tools to enable them to access learning and manage their emotions. | Reading programme monitors reading of all children. Monitors number of books and words read. Reading tests completed for each text read. | KMG |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£2 500** |
| **G. Staff Training** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Staff to understand current technologies, practise and guidelines to support raising attainment for specific needs. | Staff to attend Mental Health Awareness course. Work with EP and mast professionals to implement a program for Mental wellbeing.  (less than £120 or free) | **Meta cognition and self-regulation**-  high impact for very low cost.  **Social and emotional learning-** moderate impact for moderate cost | Strategies recommended by professionals will be seen throughout school in daily practise.  The impact in school will be recorded through discussions with the class teachers. Feedback from pupils and parents. | SM |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£1000** |
| **H. Enrichment/Raising Aspirations** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| All children in year groups have access to educational visits and residential which would be out of the financial limitations of some families. | Subsidised residential and school visits/enrichment activities | **Outdoor and adventure learning-** moderate impact for moderate cost | feedback for staff and children  evidence in learning. | MA |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£2500** |
| **I. Home Support (e.g. breakfast club, EWO etc.)** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day. | Subsidised access to the school breakfast club | This will provide a firm foundation for Targeted children to be ready to learn and set for the day. | Records and evaluations shared with the school, as appropriate. | MA |
| **Outcomes of Mid-Year Review:** | | | | |
| All children in year groups have access to educational visits and residential which would be out of the financial limitations of some families.  All pupils access to theatre group and visitors in school. This experience is followed up in school. | Subsidised residential and school visits/enrichment activities | **Outdoor and adventure learning-** moderate impact for moderate cost | feedback for staff and children  evidence in learning. | **MA** |
| **Outcomes of Mid-Year Review:** | | | |  |
| **Total Planned Expenditure:** | | | | **£1000** |
| **j. Other, not captured by any of the above** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
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| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£93 355** |

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| 1. **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. |