

St Paul's Catholic Primary School: Pupil premium strategy statement 2017-18

“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	2017/18	Total PP budget	£91, 620	Date of most recent PP Review	July 2017
Total number of pupils	185	Number of pupils eligible for PP	70	Date for next internal review of this strategy	January 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
57	66 (£87,120)	0	15 (£4,500)

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	31	7	11	5	0
Year 5	25	5	9	1	0
Year 4	26	2	6	5	0
Year 3	28	7	13	0	0
Year 2	22	5	8	1	0
Year 1	31	7	9	1	0
Reception	22	5	0	1	0
Total	185	39	56	14	0

2. Current achievement

End of KS1 & 2 Attainment for: 2016-2017	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing and maths	33%	41%	61%
% achieving expected standard or above in reading	42%	52%	71%
% achieving expected standard or above in writing	50%	62%	77%
% achieving expected standard or above in maths	33%	52%	75%
Progress score in Reading		-1.1	
Progress score in Mathematics		-0.2	
Progress score in Writing		2.5	
% achieving expected standard or above in reading at KS1	55%	67%	
% achieving expected standard or above in writing at KS1	45%	60%	
% achieving expected standard or above in maths at KS1	66%	70%	

3. 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	Slower progress of PP children is creating a gap between them and non-PP children (need to accelerate progress)	
B	Poor social and emotional resilience	
External barriers (issues which also require action outside school, such as low attendance rates)		
C	Complex emotional family environments- high levels of CP and external agency involvement.	
D	Attendance and lateness is an issue for some of our PP pupils and this affects their progress academically, socially and emotionally in school.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Slower progress of PP children is creating a gap between them and non-PP children (need to accelerate progress)</p> <p>Data tracking of PP pupils Through pupil progress meetings (Target Tracker) Range of evidence in all learning- including theme Attitudinal surveys for children</p>	<p>49 PP children (80%) will make 7 points or more progress in Maths and English.</p> <p>12 Children will make expected progress (6 points)</p> <p>PP children will grow in resilience and confidence with their learning and accessing new learning.</p>
B.	<p>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.</p> <p>Pupil progress Attitudinal surveys Peer feedback and how this develops over time. Reduction in time with learning mentor</p>	<p>Children responding independently to comments in marking and giving constructive feedback as well.</p> <p>Children will be able to apply strategies given to them by the learning mentor.</p> <p>Children able to talk confidently about their learning behaviours and demonstrate application of this.</p> <p>The children will be able to carry out peer support- Learning Doctors</p>
C.	<p>Complex emotional family environments- high levels of CP and external agency involvement.</p> <p>Incident log Incidence logs for attendance at CP/TAMs/EHAT ELSA time registered</p>	<p>Reduction in number of CP 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.</p>
D.	<p>Attendance and lateness is an issue for some of our PP pupils and</p>	<p>96% attendance for PP</p>

	<p>this affects their progress academically, socially and emotionally in school.</p> <p>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</p>	<p>Current lateness- reduced by 50% Direct link to progress in A</p>
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5. Planned expenditure				
Academic year		2017/18		
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
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)	<p>Feedback- high impact for very low cost (EEF research)</p> <p>Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Small group provision will provide moderate impact with moderate cost. Impact from previous years has been positive on rates of progress with targeted children. (EEF research)</p>	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 KS
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £7700
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff

		rationale for this choice?	implemented well?	lead
To secure good progress with year 1 phonics through RWI and targeted intervention, leading to children achieving the phonics screening check.	1:1 Pinny time 5 days a week	<p>Mastery learning- Moderate learning for very low cost, based on moderate evidence</p> <p>Feedback- high impact for very low cost (EEF research) Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Previous cycles have shown good and accelerated progress and success on Year 1 phonics screening</p>	Termly monitoring, and constant monitoring in RWI sessions.	£7320 SS
Daily Maths surgeries and/or English conferencing to diminish the difference and remove historical underachievement and misconceptions.	<p>Teachers and teaching assistants to conduct short sessions to address learning needs identified in formal teaching sessions.</p> <p>All PP children to be conferenced with at least 3 times a week.</p>	<p>Mastery learning- Moderate learning for very low cost, based on moderate evidence</p> <p>Feedback- high impact for very low cost (EEF research) Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Previous cycles have shown good and accelerated progress and success on end of year attainment.</p>	<p>Through 6 weekly PPM and observations of interventions.</p> <p>Monitoring of tracking sheets and timetables.</p>	£18300 MA SM
MAST- to provide targeted support through Educational Psychologists to ensure that teachers to have the correct support to enable learning.	Ep to meet with SENCo and parents, perform observations and provide reports. Targeted support in place for targeted individual children so they can access learning and attain accelerated and good progress.	<p>Metacognition and self-regulation- high impact for very low cost.</p> <p>Social and emotional learning- moderate impact for moderate cost Parental involvement- moderate impact for moderate cost</p>	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 MA £5000

		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.		
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Outcomes of Mid-Year Review:

Total Planned Expenditure:	£30, 620
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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
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.	<p>Meta cognition and self-regulation- high impact for very low cost.</p> <p>Social and emotional learning- moderate impact for moderate cost</p> <p>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.</p>	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 MA £5000

Outcomes of Mid-Year Review:

Total Planned Expenditure:	£ 5000
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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
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)	<p>Feedback- high impact for very low cost (EEF research)</p> <p>Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Small group provision will provide moderate impact with moderate cost. Impact from previous years has been positive on rates of progress with targeted children. (EEF research)</p>	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
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	27 afternoons - High quality conferencing with the class teacher with a focus on writing (groups of 1:5 or 6)	<p>Feedback- high impact for very low cost (EEF research)</p> <p>Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Small group provision will provide moderate impact with moderate cost. Impact from previous years has been positive on rates of progress with targeted children. (EEF research)</p>	Headteacher to check provision Teacher to ensure that children are aware of action to work on during the week. SLT to track progress 6 weekly through pupil progress meetings (PPM)	£2000 MA MH
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	Booster Classes and Easter School- Children to attend weekly maths and English sessions from September/January until May.	<p>Feedback- high impact for very low cost (EEF research)</p> <p>Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Extend the school day (EEF) Low impact cost, based on moderate</p>	Selected staff to plan and resource lessons, headteacher and leadership team to monitor impact.	MO, KS, MA 2200

standard and greater depth	Children to attend a 3 day Easter school focussing on maths, English and exam technique.	evidence		
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.	<p>Feedback- high impact for very low cost (EEF research)</p> <p>Mentoring- Low impact for moderate cost. (EEF research)</p> <p>Reading comprehension strategies- Moderate impact for very low cost</p> <p>Mastery learning- Moderate learning for very low cost, based on moderate evidence</p> <p>Previous cycles have shown good and accelerated progress and success on end of year attainment.</p>	Through 6 weekly PPM and observations of interventions.	£18300 MA SM
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£22, 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
Children to build resilience Targeted support in place for targeted individual children. They feel more	ELSA TA to work with Year 4/3 ELSA TA to work with Year 5/6 ELSA TA to work with Year 2	Meta cognition and self-regulation- high impact for very low cost.	monitoring of sessions feedback from teachers evaluation from the children.	£2100 SM MA

secure and confident and are able to manage their emotions more readily enabling them to access learning and make good progress.	on a weekly basis for formal sessions and on a needs basis individually.	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.		
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 MA £5000
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£7, 100
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
To provide stimulating tools for children to access and engage with their learning.	Read Write Inc- high quality books and cd's ensure that children are engaged with sessions and make good/accelerated progress.	Previous under-attainment has been KS1 progress in reading has been removed. Phonics (EEF) moderate impact for		MA SS SM

		very low cost. Small group- moderate impact for moderate cost (+4 months)		
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Outcomes of Mid-Year Review:

Total Planned Expenditure:				£ 3,000
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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 to understand current technologies, practise and guidelines to support raising attainment for specific needs.	Clicker training, RWI training, Mastery training (PTSA) Oracy program (2 Teachers) Bids put in for the mastery and oracy programme through the teaching school.	Digital technology- moderate impact for moderate cost Early years intervention- moderate impact for high cost Oral language intervention- moderate impact for very low cost	Staff will show confidence- this will be demonstrated through observations children will be supported and challenged in their learning appropriately.	SM MA SS

Outcomes of Mid-Year Review:

Total Planned Expenditure:				£1, 000
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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
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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.	£2200 MA
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 2, 200
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
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.	£500
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.	£2200

PSA- to support Vulnerable parent leading to better engagement with the school- provide a network of support by signposting	PSA to meet individually through appointment, attend CAF/TAM meetings, liaise with outside agencies and support workers in providing support. PSA to hold events in school such as craft sessions and coffee mornings to encourage parental involvement.	Parental involvement- moderate impact for moderate cost	Monitor actions from meetings, Timetable Feedback from parents	£5000
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £ 7, 700

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
Service children to link and liase with service children across the city. Children will feel supported dirung times of deployment.	Children to attend termly meetings as a group in the city and monthly as a group in school.	Meta cognition and Self regulation- High impact for low cost. Research has shown that children need various types of support during the cycle of deployment	Children show emotional resilience during times of deployment and change.	AR SM

Outcomes of Mid-Year Review:

Total Planned Expenditure: £ 500

6. Additional detail

Overall allocated spend: £87, 320 Leaving a contingency of £4, 500

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.

There will be a mid-year review in January.