

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
<b>School</b>	St Mary's Catholic Primary School				
<b>Academic Year</b>	2018-	<b>Total PP budget</b>	£80,250	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	45	<b>Date for next internal review of this strategy</b>	

2. Current attainment		
Yr 1,2,3,4,5,6, (Spring 1 data)	<i>Pupils eligible for PP (your school) 41</i>	<i>Pupils not eligible for PP (national average) 134</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>		
<b>% making expected progress in reading (as measured in the school)</b>	<b>17%</b>	30%
<b>% making expected progress in writing (as measured in the school)</b>	<b>15%</b>	25%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>12%</b>	29%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils being ' <i>ready to learn</i> ' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
<b>B.</b>	Limited speech and language skills which impacts on learning.
<b>C.</b>	Poor learning skills. E.g. innovation and resilience / grit.
<b>D.</b>	Gaps in prior learning.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Consistent attendance and punctuality.
<b>F.</b>	Access to resources, such as books, libraries, life experiences .
<b>G.</b>	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.

<b>H</b>	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
<b>I</b>	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be</i>		<b>Success criteria</b>
<b>A.</b>	Disadvantaged pupils' attendance to improve to above national.	Disadvantaged pupils' attendance (currently 95.8%) to better attendance % for national non-disadvantaged which stands currently at 95.8%
<b>B.</b>	Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.	Parents to be more actively involved in learning and to receive better information regarding their child's progress In order to support children to perform better than their peers
<b>C.</b>	Gaps are identified and more targeted teaching/interventions used to support children to close gaps in their learning.	Formative assessment will show Gaps in knowledge are being addressed. Pupils will achieve or exceed the expected standard in Phonics, Reading, writing and mathematics. Pupils will make or exceed expected progress
<b>D.</b>	Pupils read regularly and have access to high quality texts within guided reading and Literacy lessons and opportunities to be involved in speaking and listening both within and beyond the classroom context	Pupils achieve (or exceed) expected levels in reading and writing and mathematics and make (or exceed) expected progress.
<b>E.</b>	Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations.	Pupils to have a broader experience with extended school opportunities linked to personal aspirations.
<b>F.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to. (Pantomime)

## 1. Planned expenditure

Academic year

2018 - 2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To Increase the number of PP children achieving and exceeding the expected standard to make better than expected progress	To use Pixl assessment and gap analysis to identify gaps and to inform teacher planning. Track all pupils using target tracker  £1211.00 TT £3600 Pixl	Pupils to access more of teachers' and TA time through Quality First Teaching Challenge and innovation will increase pupils self-motivation to reach higher standards.	The school monitoring cycle will continuously evaluate provision. Regular Staff meeting Time for teachers to interview PP pupils on 1:1 Pupil progress meetings	AHT Inclusion & HT	Half Termly Assessment points
<b>Total budgeted cost</b>					<b>£4,811.00</b>

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Family support interventions and pastoral support from all staff and Nurture staff. Support from external agencies where required (Jogo/KidsAid Art therapy)  £20,000 (inc FSW Salary)	PP Vulnerable children requiring nurture are 82% PP vs 18% NPP To ensure pupils are ready to access learning. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. This may also include access to food bank/Elsies kitchen	Family support will report on their actions to SLT weekly. Teachers. Progress of Vulnerable children. Parental feedback	Family support SLT	Weekly
For identified gaps in learning to be addressed	Varied interventions to be provided according to need to be provided  Intervention annual costings £44,584.80	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Offer parent / pupil interventions in key subject areas	Progress will be checked half-termly.	SLT Subject leader for Literacy	Half termly
For all PP pupils to have daily reading to ensure no gap exists at Key Stage 1	Daily reading 10 minutes per day to close the gap on peers. Intervention annual costings Plus Beanstalk readers @ £2000	Research has shown through better reading an additional reading development of +4 months in a 12 month period.	Progress of pupils will be checked half-termly.	SLT Subject leader for Literacy	Half termly
For PP attendance to be above National average	Attendance action plan to close the gap Family support costings plus 8 places at Breakfast club and after school club <b>£7500</b>	Attendance impacts on attainment. PP with high attendance make accelerated progress over low attendance. September 2018 – PP breakfast club/transport for PA absence / Below School – Vulnerability.	100% Attendance prizes Weekly monitoring of PP pupils	Family support worker Head Teacher	Half termly
<b>Total budgeted cost</b>					<b>74,084.80</b>
<b>iii. Other approaches Enrichment Experiences</b>					

<b>Action</b>	<b>Intended outcome</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 you review implementation?</b>
For pupils to access a range of social / cultural /sporting experiences, visits and activities.	Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have path ways.	Pupils benefit from working with others and being introduced to a variety of experiences	Attendance figures of pupils. Pupil Voice Parental feedback	All staff	termly
<b>Total budgeted cost</b>					<b>£2,000</b>
<b>Total costings</b>					<b>80,895.80</b>