**St Mary’s Catholic Primary School**

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| St. Mary’s school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment. |

**Pupil Premium Strategy Statement**

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| 1. **Summary information** | | | | | |
| **School** | St Mary’s Catholic Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | **£112,200** | **Date of most recent PP review** | September 2019 |
| **Total number of pupils** | 402 | **Number of pupils eligible for PP** | **85** | **Date of next PP strategy review** | September 2020  (data update Nov 19) |

At St Mary’s we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils and this underpins the work that the school does for disadvantaged pupils, for whom there may be barriers to achieving their full potential. Pupil Premium funding is the money the government has allocated since 2011 to schools for pupils from low-income families eligible for free school meals or looked after children (later extended to children of armed forces personnel)and is designed to ensure that schools have the means to tackle underlying inequalities between these disadvantaged pupils and their peers.

For 2018-2019 the school received £1320 for each pupil premium eligible child. As a school we are expected to decide how the pupil premium funding is spent based on the context of our school and our knowledge of what our pupils need in order to succeed. We recognise that we are accountable for how we have used the additional funding and since September 2016 we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. Our aim is to diminish any differences in attainment between pupil premium children and others in our school and to ensure that as far as possible, all barriers to achieving this are overcome.

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| 1. **Current Attainment (2019)** | | | | | | | | | | | |
| **EYFS (2019)** | | | | | | | | | | | |
| % achieving a good level of development | | | | % achieving at least expected in all 17 early learning goals | | | | Average total point score | | | |
| School = 72% | | National=  71.8% | | School =  70% | | National =  70.7% | | School =  38 | | National =  34.6 | |
| PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP |
| 50% | 77.5% |  |  | 50% | 75% |  |  | 30 | 40 |  |  |

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| **Phonics Check Yr 1 (2019)** | | | |
| % of pupils who met expected standard at year 1 | | | |
| School =  93% | | National =  82% | |
| PP | Non PP | PP | Non PP |
| 90% | 94% |  |  |

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| **Key Stage 1 (2019)** | | | | | | | | | | | |
| **% pupils reaching at least expected - reading** | | | | **% pupils at least expected - writing** | | | | **% pupils at least expected - maths** | | | |
| School = 79% | | National = 76% | | School = 79% | | National =  70% | | School = 85% | | National = 76% | |
| PP | NonPP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP |
| 86% | 76% |  |  | 86% | 78% |  |  | 100% | 93% | % | % |
| **% pupils working at greater depth - reading** | | | | **% pupils working at greater depth - writing** | | | | **% pupils working at greater depth - maths** | | | |
| School =  21% | | National =  25% | | School =  21% | | National =  15% | | School =  26% | | National =  22% | |
| PP | NonPP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP |
| 43% | 19% |  |  | 43% | 19% |  |  | 43% | 24% |  |  |
| **Key Stage 2 (2019)** | | | | | | | | | | | | | | | |
| % pupils reaching at least expected - reading | | | | % pupils reaching at least expected - writing | | | | % pupils reaching at least expected - maths | | | | % pupils reaching at least expected in all subjects | | | |
| School =  80% | | National =  73% | | School =  88% | | National =  78% | | School =  88% | | National =  79% | | School = 77% | | National =  65% | |
| PP | NonPP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP |
| 90% | 75% |  |  | 82% | 83% |  |  | 100% | 80.5% |  |  | 90% | 72% |  |  |

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| **Key Stage 2 (2019)** | | | | | | | | | | | | | | | |
| % pupils working at greater depth - reading | | | | % pupils working at greater depth - writing | | | | % pupils working at greater depth - maths | | | | % pupils working at greater depth in all subjects | | | |
| School =  25% | | National =  27 % | | School =  23% | | National =  20% | | School =  25% | | National =  27% | | School =  7% | | National =  11% | |
| PP | NonPP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP | PP | Non PP |
| 24% | 25% |  |  | 19% | 25% |  |  | 33% | 19% |  |  | 9.5% | 5.5% |  |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** | |
| **A.** | Low levels on entry of PP pupils particularly in communication, language and literacy |
| **B.** | PP pupils also on the SEN register (23%) |
| **C.** | PP pupils at higher end of attainment historically achieving less well overall than non-PP pupils |
| **External barriers** | |
| **D.** | Some home learning environments lacking the resources to support pupils’ communication and literacy skills |
| **E.** | Some persistent absence within the PP group (although absence overall is very low) |

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| **4. Desired outcomes** | | **Success criteria** |
| **A.** | Improve language and literacy skills of PP pupils over EYFS and in to year one | Data shows PP pupil attainment in line with others by end of year one in language and literacy |
| B. | Accelerate progress of all PP pupils particularly across KS2 | Data shows attainment by end of KS2 in line with non-PP for reading, writing and maths combined |
| C. | Provide additional support for PP+SEN pupils | PP pupils on SEN register make at least and greater than expected progress |
| D. | Increase % of PP pupils attaining high standard over KS2 | % PP pupils attaining high standard in each year over KS2 in line with non- PP pupils- difference by end of KS2 is diminished. |
| E. | Improve attendance of specific individual PP pupils | Attendance data shows reduced persistent absence of individual PP pupils |
| F. | Families of PP pupils confident they are able to support children at home | Evaluations and parent questionnaires show that parents welcome support for their children’s learning |

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| 1. **Expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen approach** | **Evidence and rationale for this choice** | **How will we ensure it is implemented effectively?** | **Staff lead** | **Date of review of implementation** |
| Maintain high standards of teaching which develop language and literacy skills of all pupils over EYFS and in to year one | Daily reading  Daily phonics teaching  Activities tailored to individual pupils  Wide range of opportunities to develop reading, writing and speaking and listening  Additional teacher to deliver specifically targeted sessions | Historic data for EYFS shows high rates of progress over EYFS from low baseline scores | Monitoring of learning journals (these show evidence of language development through observation and recording as well as children’s learning through their own initiated activities).  Tracking against developmental bands | EYFS lead | July 2020 |
| Accelerate progress of all pupils particularly across KS2 | Specific training for improving reading comprehension  Purchase of resources to raise standards in literacy as well as additional resourcing of class library areas.  Improved range of strategies for teaching maths:  Staff all trained in use of Numicon  Develop teaching methods for using and applying maths  Secure staff confidence in teaching mastery in maths  Assertive Mentoring as whole school approach to raising standards  Teachers given time to devise individual targets with pupils  Additional teaching staff allocated across key stage to deliver targeted support to individuals and groups as well as setting (flexible) in years five and six in core subjects  Peer Mentoring for whole staff as means of teachers improving and refining specific aspects of teaching (across all phase groups) | Data and work scrutiny indicates that higher levels of comprehension skills improve with focus on improving teaching of comprehension in reading  Use of Numicon as part of wide range of resources used to support pupils in understanding patterns and structures in maths and to make generalisations through the use of concrete images and structured apparatus.    Analysis of test papers consistently shows this strand of maths is an issue in all years for all pupil groups  Research (Education Endowment Foundation) highlights high quality feedback as key feature of successful schools  Marking and feedback in books provides a supportive dialogue and planned time for pupils to review feedback.  Data shows higher rates of achievement with use of skilled support to deliver well planned additional teaching.  Professional collaboration recognised as effective in improving classroom practice | Previous training for all staff with LA Literacy adviser and Literacy SL. Success of this to be reinforced this year through in-school follow-up  and evidence from teachers shared of successful practice.  Regular monitoring of progress through key stage moderation, book scrutinies, data tracking and formal observation of teaching.  Regular monitoring of progress (and specifically using and applying mathematical knowledge) through key stage moderation, book scrutinies and data tracking.  Targeted PP group of year six pupils to attend maths mastery sessions (4 over the year) to be held in partnership school led by maths consultant  SLT to ensure all staff confident in effective target setting and feedback to pupils using Assertive Mentoring system  Half-termly tracking  Class teachers responsible (with SENco and subject leader oversight) for liaising and planning with additional teachers.  Written feedback from peer mentoring partners (and pupils) to head scrutinised | Literacy SL with SLT  Maths SL with SLT  DHT (with partnership DHTs) maths SL and year six teachers  Key Stage subject leaders  SLT / Senco  DHT | July 2020  July 2020  July 2020  Termly – July 2020 |
| **Total cost** | | | | | £39,150 |

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| **ii Targeted Support** | | | | | |
| **Desired outcome** | **Chosen approach** | **Evidence and rationale for this choice** | **How will we ensure it is implemented effectively?** | **Staff lead** | **Date of review of implementation** |
| Maintain high standards of teaching which develop language and literacy skills for PP pupils over EYFS and in to year one | Language groups from nursery to year one specifically designed to develop receptive and expressive language skills | Some pupils need targeted support to diminish differences and to have individual support matched to their needs  LA data indicates improved outcomes for pupils with targeted language support | Formal observation of language groups.  Half termly tracking | Senco with EYFS and Assessment leads | July 2020 |
| Accelerate progress of all PP pupils across KS2 | Staff training to ensure greater awareness of more able PP pupils by class teachers  Work scrutinies look particularly at PP books  Techers mark PP pupil books first (until really confident they know their PP group)  Peer tutoring  Assertive Mentoring system ensures all aspects of pupils’ attitudes to learning are carefully targeted  Additional teaching staff allocated across key stage to deliver targeted support to PP pupils (as individuals alongside others not as a PP group) | Sutton Trust 2015 ‘Subject to Background’- importance of enhancing wider aspects of pupils’ learning including reading for pleasure, support with home-work, trips in order to ensure long-term success and overcome disadvantage.  Research (EEF as above) highlights importance of individual quality time with pupils to address all aspects of learning behaviour  NFER report for DFE (2015) indicates meeting individual learning needs as one of the seven building blocks of success in supporting disadvantaged pupils’ achievement. | All class teachers aware of PP pupils of all abilities and analyse half-termly data to ensure group on track  Lit SL  Planned staff meeting time to raise awareness  Regular book scrutinies  SLT to ensure all staff confident in effective target setting and feedback to pupils using Assertive Mentoring system | SLT | July 2020 |
| Provide additional support for PP+SEN pupils | Individual and group teaching targeted to develop core literacy and numeracy  Interventions and support includes– Toe-by Toe, 15 Minutes-a-Day, Spelling Made Easy, Rainbow reading.  Intensive daily literacy and numeracy programme for small group of slow moving group of vulnerable KS2 pupils. | School data and review of IEPs indicates positive impact of well planned interventions  Rationale as above – importance of identifying and targeting support accurately in order to accelerate progress. | Senco to plan with SEN teacher (and class teachers)  Half-termly tracking  Termly reviews of IEPS | Senco | Half-termly tracking  Funding to continue for 2019-2020, review July 2020 |
| Increase % of PP pupils attaining high standard over KS2 | Staff training to ensure greater awareness of more able PP pupils by class teachers  Work scrutiny looks for challenge in work and marking and feedback dialogue  Peer tutoring | Education Endowment Foundation includes peer tutoring and feedback as key features of success for PP pupils | Planned staff meeting time  Regular book scrutinies  Time-table for peer tutoring | Senior Leadership Team |  |
| **Total cost** | | | | | £66,290 |

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| **Iii Other approaches** | | | | | |
| **Desired outcome** | **Chosen approach** | **Evidence and rationale for this choice** | **How will we ensure it is implemented effectively?** | **Staff lead** | **Date of review of implementation** |
| Improve attendance of individual PP pupils | Regular letters informing parents of attendance  Referrals to parent support groups in authority  Assertive mentoring includes target for attendance | Research consistently shows link between high attainment and good attendance  Research (EEF as above) shows importance of feedback on all aspects of which impact on performance | H/T scrutinies weekly attendance figures and informs parents accordingly | H/t  SLT to ensure that class teachers aware of barriers to pupil attainment and address these in assertive mentoring meetings | On-going |
| Families of PP pupils confident they are able to support children at home | Specific inclusion of PP pupils in home-work clubs in KS2  Support and positive encouragement for enrichment opportunities / residential trips/ uniforms  Termly curriculum information evenings  Copies of all information held to offer to those parents unable to attend | Parents are key in supporting effective learning shown by research.  Sutton Trust ‘Subject to Background’ (March 2015) highlights long term academic benefits of education in widest sense | Termly report to governors  Regular checks of attendance at clubs and planned enrichment activities (positive discrimination where appropriate) | HT and DHT  Subject leaders | On-going |
| **Total cost** | | | | | £6,500 |