



Pupil Premium Strategy Statement

1. Summary Information

School	St Mary's RC Primary School				
Academic Year	2016/17	Total PP Budget	£85,500	Date of the most recent PP review	July 2016
Total Number of Pupils	194	Number of Pupils eligible for PP	65	Date of next internal review of this strategy	January 2017

2. Current Attainment

	Pupils eligible for PP	Pupils not eligible for PP
% EYFS GLD	72.0%	75.0%
% EYFS ELD	75.0%	72%
Year One Phonics	66.7%	81.3%
KS 1 SATS		
Reading ARE	72.7%	73.7%
Reading Greater Depth	18.2%	21.1%
Writing ARE	72.7%	68.4%
Writing Greater Depth	9.1%	15.8%
Maths ARE	63.6%	84.2%
Maths Greater Depth	18.2%	15.8%
KS2 SATs		
% Achieving RWM	63.6%	67.8%
% Achieving High Score RWM	11.8%	9.1%
Reading ARE	63.6%	67.8%



Reading Mastery	9.1%	29.4%
Writing ARE (Teacher Assessed)	81.8%	76.5%
Writing Mastery	0.0%	17.6%
Maths ARE	81.8%	76.5%
Maths Mastery	18.2%	23.5%

3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)

In School barriers (issues to be addressed in school)

A.	Literacy and numeracy skills have been lower for PP pupils upon entering the school in EYFS and this is limiting their progress through KS1
B	Lower ability boys who are eligible for PP are making less progress in KS1 making their progress in KS2 so much harder.
C.	Oral language skills & language development in Reception & KS1 are lower for pupils eligible for PP than for other pupils. This slows reading /writing progress in subsequent years

External barriers (issues which also require action outside school, such as poor attendance)

D	Attendance rates for pupils eligible for PP are lower than for all students. This reduces their school hours causing them to fall behind on average.
E	Increased social, emotional and mental health issues are effecting the progress of a group of students (mainly PP) across the school.
F	Life experiences outside of school are limited for pupils on PP.
G	Some families would benefit greatly from additional support and nurture as a whole unit as opposed to school working in isolation with the child/ren

4. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Higher levels of progress in Literacy and numeracy for PP pupils by Y2.	Pupils eligible for PP make more progress in KS1 than 'Non PP' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using teachers assessments and Year 1 Phonics along with KS1 SATs.



B	Increased rates of progress for lower ability boys leading to greater attainment in KS2.	Pupil/staff/parents survey will indicate that boys are more engaged with and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of boys (including those in receipt of PP).
C	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception and KS and lower KS2 classes make rapid progress by the end of the year 6 so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupil.
D	Improved attendance for pupils eligible for PP.	Reduce the number of persistent absentees among the pupils eligible for PP.
E	Pupils with social, emotional and mental health issues receive appropriate support and advice.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system
F	Within the curriculum provide greater exposure to life experiences such as theatre etc for pupils on PP.	Pupils have increased exposure to life experiences such as live theatre both in and out of school.
G	Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.	Incidents of pupils arriving in school in an anxious state decreases and attendance improves.

5. Planned Expenditure

Academic Year: 2016-2017

i. Quality of Teaching for all

Desired Outcome	Chosen Approach/ Action	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
A, B & F	Review curriculum content and planning to ensure it is engaging the interests of boys. Activities related to this need to be suitable to the needs of the boys. Consider alternative creative curriculum provision /scheme. Do we need to use the Dangerous curriculum again?	We want to offer high quality teaching to these pupils to increase progress. Making the themes more in line with the pupils interests will increase engagement.	Staff INSET & meetings to come to a decision about outcomes of the Curriculum review in order to implement them. Purchase of curriculum materials as necessary + INSET to ensure their full use.	Literacy / Maths / SLT	January 2017



B	Develop mastery approach in maths initially in Y5&6, using the Inspire Maths Scheme. Invest in class visualisers to enhance effectiveness of mastery approach to learning.	Until the Inspire Scheme is rolled out across the whole school, use of the Y6 books to stretch the more able and promote mastery is to be trialled. The Inspire Maths scheme is at a higher level than our current scheme and results last year indicated it stretched the more able.	<p>Maths leader and the two trained HLTAs with knowledge of mastery working within this team alongside other staff with reasonable strengths to support.</p> <p>Purchase of resources (visualisers, text books etc)</p> <p>Knowledge sharing with other staff in school.</p> <p>Monitoring of implementation by SLT</p>	Maths leader	January 2017
A, B & C	Looking for learning -develop more effective strategies for the giving and receiving of feedback. Y1/2 & Y3 to observe in practice (in Y5/6) & introduce over Autumn term in their classes	Last year's results demonstrate a gap to be addressed despite interventions (including higher attaining pupils)	<p>INSET for key staff in marking and feedback techniques.</p> <p>Use of the How2s as CPD for staff.</p> <p>Key staff to share learning more widely in schools through staff training sessions</p> <p>Monitoring to ensure that in any given lesson, the children should be able to talk about what they are learning and how it fits in with their learning journey.</p>	All staff	January 2017
Total Budgeted cost					£41000
ii. Targeted Support					
Desired Outcome	Chosen Approach/ Action	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
B	Small group provision targeted at improving literacy levels using Read, Write Inc for phonics	Some of the pupils need targeted literacy support to catch up. This programme which has been used extensively throughout the county and is being evaluated by the EEF has been found to be effective in eradicating gaps in phonic and spelling knowledge of pupils.	Data tracking of these pupils to show the impact of the programme. Whole staff CPD to support pupils with the strategy and the SENDCo to liaise with the parents of upper Key Stage 2 pupils requiring separate phonics sessions.	GM SENDCo	January 2017



C	Engage parents in nurture work and in early aspects of reading/writing.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current counselling and nurture work in the school demonstrates a significant impact in increased attendance and less incidents of anxiety.</p> <p>Parent indicate a desire to be more involved with the school in supporting their children's education</p>	<p>Staff to engage in training for Fun & Families, and begin the process of working towards the Nurture Award.</p> <p>Timetabled sessions for parents to engage with Nurture group work.</p> <p>Resources to support the work</p> <p>Feedback from PSA and TAs hosting the Rainbows and Sunbeams group sessions to the SLT</p> <p>Parental feedback -methods for gathering views</p>	PSA SENDCo	Jan 2017
B	Small group provision targeted at improving Numeracy levels using Success in Arithmetic and Numbers Counts programmes.	Some of the pupils need targeted numeracy support to catch up. These programmes have been used extensively throughout the county and have been found to be effective in eradicating gaps in mathematical understanding	<p>Data tracking of these pupils to show the impact of the programme.</p> <p>Whole staff CPD to support pupils with the strategy and the SENDCo to liaise with the parents of upper Key Stage 2 pupils requiring additional mathematics sessions.</p>	GM BM SENDCo	Jan 2017
C & D	Set up and implement nurture area and staff to support (including training).	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Nurture work in a school can have a significant impact as evidenced by Boxall Profile assessments- Nurture Award Criteria</p>	<p>Internal refurbishment to create a define nurture area</p> <p>Nurture area staffing and resources.</p> <p>Time set aside for nurture work for vulnerable children</p>	PSA and SBM	Jan 2017
C	1:1 support where necessary to enable those& others to access the curriculum	As above	HLTAs to be trained in specific interventions and timetabled to deliver these and not be used to cover.	GM and BM	Jan 2017
Total Budgeted cost					8500



iii. Other Approaches					
Desired Outcome	Chosen Approach/ Action	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
C	Extension of the contract of the PSA to work with families of pupils exhibiting persistent absenteeism. PSA to follow up quickly on truancy, non attendance and lateness.	NFER briefing for school leaders identifies addressing attendance as a key issue. We can't improve attainment if they aren't in school. There is a narrowing of the gap in attendance between PP pupils and other pupils but has yet it has not closed.	Regular meeting between the PSA, Secretary, HT and EWO about existing absence issues. Staff will collaborate to ensure appropriate provision is in place. Personalised support to be assigned to each PP pupil family exhibiting persistent absenteeism. PSA to explore barriers to attendance for PP pupils.	PSA, Sec HT EWO	January 2017
E	Pupils with social, emotional and mental health issues to be identified for individual counselling, or membership of the Sunbeams or Rainbow groups depending upon age.	Evidence suggest that the number of pupils with SEMH issues has risen sharply and that targeted early intervention matched to specific pupils with specific SEMH issues can be effective especially with younger pupils.	Use the PSA to engage with both pupils and families as required. Regular meetings with PSA and SENDCo to discuss caseload and number of new referrals.	PSA SENDCo HT Counsellor	July 2017
F	Provision of life experiences such as theatre both in school and out of school	Subsidise all school trips to ensure the maximum spent for day visits per term is £15	Promote that school visits are subsidised and offer payment planes for some families.	Secretary and HT	July 2017
D	Provision of Breakfast Club for PP with persistent absenteeism rolling out to all PP pupils.	It has been found that having a breakfast on a morning increases the ability to concentrate during the morning sessions	Need to promote this for parents especially those of new children entering school	Secretary & PSA	Jan 2017
Total Budgeted cost					£40550



6. REVIEW OF EXPENDITURE

Academic Year: 2015-2016

i. Quality of Teaching for all

Desired Outcome	Chosen Approach/ Action	Estimated Impact	Lessons Learned	Cost
Additional staffing : HLTA in KS1 and TA in KS2	Recruit and additional member of staff to both the Key Stages to enable group work, particularly amongst lower achievers to take place	Mixed smaller groups did enable more progress to be made. However data shows that more progress could of been made by different groups of pupils.	We will continue to monitor groups to ensure optimum delivery during lessons. Due to illness this did not have the impact planned for. More staff require training on specific interventions in prevent inconsistency of delivery due to staff absence.	£39,900

ii. Targeted Support

Desired Outcome	Chosen Approach/ Action	Estimated Impact	Lessons Learned	Cost
The employment of a PSA	The employment of the PSA allowed for closer monitoring of the attendance and behaviour of PP pupils and others throughout the school.	Criteria was met: Observed increased attendance of PP students (94.91%) compared to previous year. (94.79%). Some pupils showed an individual increase of =25%	This is an effective strategy based on the evidence collected and from staff observations. We will continue with this strategy next year and increase the hours employed.	£24500
Train support staff in Success in Arithmetic 1 & 2	Train support staff in school who can lead this intervention in Key Stages 1 and 2	KS1 Ever 6 FSM 63.6% Not Ever 6 FSM 84.2% KS2 Ever 6 FSM 81.8% Not Ever 6 FSM 76.5%	This is an effective strategy based on the evidence collected and from staff observations. We will continue with this strategy next year and increase the number of pupils identified for intervention earlier in KS1	£1520
Beanstalk Reading	To provide some additional support to struggling readers in KS2	This has ceased as it did not have the required impact for the expenditure	Read Write Inc EEF funded training would have greater impact.	£600



iii. Other Approaches				
Desired Outcome	Chosen Approach/ Action	Estimated Impact	Lessons Learned	Cost
Counselling	Pupils with social, emotional and mental health issues were identified for individual counselling, or membership of the Sunbeams or Rainbow groups depending upon age.	Of the 6 PP pupils who received counselling all showed an increase in the attendance	This is an effective strategy based on the evidence collected and from staff observations. We will continue with this strategy next year and increase the hours employed.	£7000
Theatre	Provision of life experiences such as theatre both in school and out of school	Writing attainment in KS2 was higher than the National and above the floor targets for the year. PP pupils also out performed Non PP pupils.	This is an effective strategy based on the evidence collected and from staff observations. We will continue with this strategy next year and increase the hours employed. It will also be extended to cover the costs of school visits.	£2000
Breakfast Club	Provision of Breakfast Club for PP with persistent absenteeism rolling out to all PP pupils.	The take up of this was sporadic. When PSA worked with the families and picked up the pupils the impact was more sustained.	Need to build into the PSA costs expenses to pick up the pupils from their homes to ensure attendance	£1530

7. Additional Information

There is a contingency fund of 2000 which will be spent throughout the year on additional resources and initiative. This can be accessed by writing to Mrs Sowden detailing what the money will be used for and what the expected impact will be on the pupils involved.
 There was carry over of £5000 from 2015-2016.