



## St Mary's Catholic Primary School, Poole- Pupil premium strategy statement.

1. Summary information					
<b>School</b>	St Mary's Catholic Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£44,700	<b>Date of most recent PP Review</b>	30-9-15
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	30	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	83%	53%
<b>Average progress in reading</b>	In line with National	0.33
<b>Average progress in writing</b>	In line with National	0.12
<b>Average progress in maths</b>	In line with National	0.24
<b>Average scaled score in reading</b>	100.6	103.8
<b>Average scaled score in maths</b>	100.4	104.1
<b>Average scaled score in GPS</b>	102.8	105.0

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Reading, writing and spoken English skills hampered by lack of vocabulary.	
<b>B.</b>	Lack of confidence, self-belief and resilience.	
<b>C.</b>	Academically More Able PP pupils challenged by a lack of aspiration.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible for PP are 95.34%? (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased confidence with written and spoken English in all subjects.	Increased proportion of PP children to attain age related expectations across all year groups.
<b>B.</b>	Opportunities to develop resilience through being challenged by quality first teaching across the school. Engagement in shaping the life of the school through leadership positions across a range of activities.	Positive engagement with the challenge of increased expectations. Greater self-awareness and use of positive mind-set with regards to learning. Increased progress in core subject areas.
<b>C.</b>	Academically More Able PP pupils offered a range of enrichment activities to widen their aspirations and ensure they are well prepared for the next stage in their education.	Awareness of the opportunities that Academically More Able PP children can aspire to.
<b>D.</b>	Action plan for attendance is in place to ensure increased attendance rates.	Reduce number of persistent absentees. Overall, PP attendance in line with other.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Increased confidence with written and spoken English in all subjects.	<p>Staff training and CPD.</p> <p>Monitor intelligent actions from CAPS.</p> <p>Performance management.</p> <p>Talk for writing activities supplement the use of higher order vocabulary.</p> <p>Language-rich displays, word mats, new dictionaries, new books purchased for classrooms on rolling program to broaden experience of vocabulary, book group offers university style seminars on challenging texts for upper KS2,</p> <p>SLT non class based to coach staff and share best practice.</p>	Evidence from book scrutiny and pupil progress meetings suggests that PP children are often unable to draw upon higher order vocabulary to express themselves clearly thus having a detrimental effect on their writing and reasoning skills across all subjects.	<p>Staff training and CPD.</p> <p>Monitor intelligent actions from CAPS.</p> <p>Performance management and pupil progress meetings.</p> <p>Book scrutiny.</p> <p>Conferencing</p> <p>Data snapshots.</p> <p>Learning walks.</p> <p>Networking on this issue with other schools.</p>	<p>SLT team.</p> <p>PP lead.</p> <p>(All staff expected to take leadership for PP outcomes in their classes).</p>	Spring 2017.

<p>Opportunities to develop resilience through being challenged by quality first teaching across the school.</p> <p>Engagement in shaping the life of the school through leadership positions across a range of activities.</p>	<p>Reasoning and problem solving opportunities across all subjects</p> <p>House captains, school council, class responsibilities, participation in assemblies, liturgies and Mass, club leadership.</p> <p>Peer mentoring</p>	<p>Staff observations in class. Research and data evidence indicates more resilient and confident children make greater progress and achieve better outcomes.</p>	<p>PASS</p> <p>Observations</p> <p>Book scrutiny</p> <p>Pupil voice</p>	<p><b>SLT team.</b></p> <p><b>PP lead.</b></p> <p><b>(All staff expected to take leadership for PP outcomes in their classes).</b></p>	
<p>Academically More Able PP pupils offered a range of enrichment activities to widen their aspirations and ensure they are well prepared for the next stage in their education.</p>	<p>Quality First Teaching – hooks, resources</p> <p>Enrichment trips, activities and visitors</p> <p>Clubs</p> <p>Senior staff available every lunch time for PP children to talk with</p> <p>Opportunities to work with other schools</p> <p>Assemblies</p> <p>Peer mentoring</p>	<p>Academically more able PP pupils are making less progress than other higher attaining pupils. The rationale being that aspirations will drive their enthusiasm and challenge them to succeed.</p>	<p>SLT and PP lead listening to PP pupil voice during informal lunchtime sessions.</p> <p>Subject leads monitor class intelligent actions and liaise with staff where appropriate.</p> <p>Enrichment lead proactively seeks high quality opportunities which can demonstrate impact.</p> <p>PP pupils are specifically targeted for all opportunities.</p> <p>Staff meetings and CPD.</p>	<p><b>SLT team including Enrichment Lead.</b></p> <p><b>PP lead.</b></p> <p><b>(All staff expected to take leadership for PP outcomes in their classes).</b></p>	
<b>Total budgeted cost</b>					£14,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Increased confidence with written and spoken English in all subjects.	Speech and Language therapist  Interventions, boosters and focus groups.  Parent readers	Pupils become more confident with basic literacy skills leading to improved confidence, progress and attainment across the curriculum.	PASS survey provides quantitative data.  Governors to be made aware of work in this area through presentation by English subject leads. Challenge then offered by Governing Body.  Assessment Lead assesses impact of interventions in Summer Term and makes recommendations accordingly.	SENDCo and Interventions Lead	Spring 2017
Opportunities to develop resilience through being challenged by quality first teaching across the school.  Engagement in shaping the life of the school through leadership positions across a range of activities.	Pastoral Care ELSA Busy Bees	Pupils become more confident with basic literacy skills leading to improved confidence, progress and attainment across the curriculum.	PASS survey provides quantitative data.  Observations  Book scrutiny  Pupil voice  Data Snapshots  Ongoing dialogue between Pastoral Care providers and SLT.	SLT team.  Pastoral Care.	Ongoing.
<b>Total budgeted cost</b>					£28,200

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Action plan for attendance is in place to ensure increased attendance rates.	Assignment of Attendance Lead Attendance action plan in place Letters to parents Prizes for 100% attendance Stimulating curriculum activities Reports to Governors Class teachers also monitor through CAPS.	PP attendance is below national and 'other'. Poor attendance linked to slower progress and lower attainment.	Data presented to Governors. Attendance Lead liaises regularly with Pastoral Care and EWO. Observations and performance management.	Attendance Lead & SLT.	Ongoing.
<b>Total budgeted cost</b>					£2,500

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Distributed Leadership Model with staff and middle leaders taking more ownership of outcomes.	Class action plans and subject lead forms become part of the performance management and pupil progress meeting cycles.	Yes-End of KS2 data for 2015/16 demonstrates impact.  See table on Page 1.	This approach must become more consistent across the whole school.  However, due to small numbers of PP children in the school, confidence intervals must be considered.  CAPS have been evaluated and improved (ongoing).	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve impact of interventions, boosters, pupil conferencing and focus groups.	New intervention lead appointed.  Close liaison between SENDCo and Assessment Lead.  Entry and outcome performance recorded in a central location.  More strategic evaluation of impact with regard to the above.  High quality inclusive teaching through additional teacher model in Year 6.	Yes.  Increased staff awareness of interventions, their impact and the skills that can then be transferred to the classroom following interventions.  All interventions evaluated comprehensively.  Those showing greatest impact have been expanded and refined. Conversely, those demonstrating little or no impact have been withdrawn.	Improved communication has a positive effect on pupil's outcomes.  Staff more aware of effectiveness of interventions when child returns to class.  Approach will continue with emphasis on formalising the feedback of intervention staff to class teachers.  Ongoing CPD must continue to emphasise the prime importance of Quality First Teaching.	£67,459

Support the development of a resilient learning style.	Employment of Pastoral Care Worker and ELSA			£15,064
To support the engagement of pupils entitled to PP in curriculum enrichment activities.	Enrichment lead appointed to provide PP children with access to wider range of experiences, activities and visitors.	<p>Yes. Wide ranging program of enrichment activities were provided for PP children.</p> <p>These activities were selected carefully to provide a balanced program of activities to promote the positive experiences of those involved.</p> <p>STEAM Ambassador appointed.</p> <p>Coding Club supported by parents and JP Morgan.</p> <p>Book group run with Governor.</p>	<p>Provision to be extended into KS1 and EYFS.</p> <p>Explore the capacity of our data to reflect the specific impact of the activities offered.</p>	£1,330

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes of PP children through attachment awareness training.	Participate in the LA Attachment aware project.	Ongoing two year project means final impact can not be evaluated at present time.	Importance of training new staff who have arrived in school after the initial training sessions on attachment.	£270

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.