

Our Lady'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 | £60791 | Date of most recent PP Review | Autumn 2017 |
| Total number of pupils | 208 | Number of pupils eligible for PP | 44 | Date for next internal review of this strategy | December 2017 |

| FSM | Ever6 | Pupil Premium Plus (Adoption Premium) | Services |
|-----|-------|---------------------------------------|----------|
| 36 | 8 | 0 | 0 |

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 | 9 | 7 | 2 | 0 | |
| Year 5 | 6 | 3 | 3 | 0 | |
| Year 4 | 8 | 5 | 3 | 0 | |
| Year 3 | 4 | 4 | 0 | 0 | |
| Year 2 | 8 | 8 | 0 | 0 | |
| Year 1 | 5 | 5 | 0 | 0 | |
| Reception | 4 | 4 | 0 | 0 | |
| Total | 44 | 36 | 8 | 0 | |

| 2. Current achievement | | | |
|----------------------------------------------------------------------|-------------------------------|-----------------------------------|-----------------|
| End of KS1 & 2 Attainment for: 2016-2017 | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
| | | <i>School</i> | <i>National</i> |
| % achieving expected standard or above in reading, writing and maths | 67% | 70% | 61% |
| % achieving expected standard or above in reading | 77% | 90% | 71% |
| % achieving expected standard or above in writing | 67% | 80% | 76% |
| % achieving expected standard or above in maths | 89% | 80% | 75% |
| Progress score in Reading | | 8.1 | |
| Progress score in Mathematics | | 7.0 | |
| Progress score in Writing | | -0.1 | |
| % achieving expected standard or above in reading at KS1 | 77% | 85% | 76% |
| % achieving expected standard or above in writing at KS1 | 77% | 81% | 68% |
| % achieving expected standard or above in maths at KS1 | 75% | 81% | 75% |

| 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. | Access to language/number – especially from books/reading opportunities Lack of early speech and language opportunities |
| B. | Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities |
| C. | The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning, particularly speech and language concerns. |
| D. | The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning, particularly speech and language concerns. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Persistent Absence – children’s lack of progress linked to their attendance in school. |
| F. | Parental engagement with school - especially regarding attendance at parents’ evenings and completion of homework. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | <p>% of PP children achieving GLD is in line with National figures for non PP children</p> <p>% of PP children reaching yellow reading band will be in line with non-pupil children in Robin Class and Turquoise for Year 1.</p> <p>% of children passing phonics check will be in line with National figures for non PP children</p> <p>All PP children will pass the Year 2 phonics re-check.</p> <p>All PP children will make progress through their SPL programme.</p> <p>50% of PP children who did not get GLD achieve ARE at the end of KS1.</p> | <p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p> |
| B. | <p>All PP children go on the school residential trip for 2017/18 (Or money is not a factor for them not going)</p> <p>PP children are active participants in after-school clubs and music tuition.</p> <p>More-able PP children have access to extra-curricular opportunities which will aid high self-esteem and attainment and progress in school.</p> | <p>Self-esteem of more-able PP remains high and will lead to good progress in all areas of the curriculum. Issue identified in 2015/16 'grey groups'.</p> <p>Success of last year's enrichment project reflected in the whole school data.</p> |
| C. | <p>PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</p> <p>PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p> | <p>The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.</p> <p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> |
| D. | <p>All PP parents attend Parents Evening for their children.</p> <p>An increasing amount of PP children will attend Y3-6 homework clubs.</p> <p>All PP parents will attend phonics and reading workshops.</p> | <p>All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks</p> |
| E. | <p>PP children attendance to be in line with school attendance – target set for 97%</p> <p>% of PP children who are persistently absent is equal or less than national data and non PP children in school</p> | <p>All Pupil Premium children will be in school at the correct time – calm and ready to learn.</p> |

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 (inc Teaching Assistants)

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------|
| 1:1 Reading support for PP children who are below ARE in Y1 & Y2 | 20 minute 1:1 reading intervention delivered by a 'reading skills' trained teacher. | Data for 2016/17 indicated the success of this intervention in children closing the gap in read and returning to ARE in reading. | Monitoring and data analysis by SENCO and Principal | KE |
| All TA's and Staff receive effective CPD in teaching reading | KE to deliver workshops to Teaching Assistant and Staff using the principles of reading intervention | Data for 2016/17 Reading intervention. This is a long established intervention with high success rates. | KE appraisals TA appraisals Observations PP Reading data in KS1 | KE |
| All PP parents in KS1 invited to workshops on effective reading at home. | Termly workshops offered to parents on how best they can support their children with their reading. Video resources added to the school website. | Data for 2016/17 Reading intervention is a long established intervention with high success rates. | Attendance of PP parents at workshops Review of PP reading journals | KE |
| To support the PP children in Y5 & Y6 | Experienced TAs to support the teacher in the delivery of the curriculum. This could be specific interventions (see green file) or facilitating the teacher in providing first quality teaching for PP children. | Data for 2016/17 – this is a historic intervention that has been successful before. The extra adults can work 1:1 with PP children, as part of a smaller group or be responsible for whole class management which allows the teacher to work with PP children. | Data analysis for these cohorts Monitoring activities Pupil progress meetings | ZT & DC |

Outcomes of Mid-Year Review:

Total Planned Expenditure: £20275

b. 1-1 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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------|
| Vulnerable children with limited understanding of number will achieve their early learning goals in maths as well as the school's agreed expectations. | Daily 1:1 sessions on early number goals and agreed school expectations. | Data for 2016/17 – this is an historic intervention that has been successful before. We know that children who do not master the basics in the EYFS struggle as they move through the maths curriculum. | Monitoring by Maths lead and Principal | LW |
| Identified children in EYFS and KS1 make significant progress with their language and communication skills. | Talk Boost Sessions (20 mins) 2- 3 times per week | Data for 2016/17 – this is an historic intervention that has been successful before. A lack of language and communication skills impact on a child's learning in all areas as they proceed through the curriculum. This intervention is designed to tackle these issues early. | Entrance and exit tests for Talk Boost Progress meetings TA appraisals | ED – LW and CC |
| KS2 S&L interventions | Targeted S & L programmes for children based on initial assessments. | Data for 2016/17 – this is an historic intervention that has been successful before. | Assessments Progress meetings TA appraisals | ED – MC and RD |
| All teachers build a portrait of their PP children in order to meet their individual needs. | Termly 1:1 pupil conferencing | Data for 2016/17 – this is an historic intervention that has been successful before. | Attainment and progress data Attendance | Class Teachers |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------|
| | | A teacher's knowledge of a child is fundamental to them providing a bespoke curriculum designed to raise attainment and boost progress. It also aids the development of positive self-esteem. | | |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £3000 |
| 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 |
| Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement. | 1:1 THRIVE & Nurture support | Data for 2016/17 – this is an historic intervention that has been successful before. The school has used THRIVE for over 10 years and is a fundamental part of our make-up. | Rates of progress in class and through their class targets. Attendance. Exclusion rates. | ED – BS & LP |
| Children can access learning in class by attending to their sensory needs | Planned/targeted sensory diet through a 1:1 action plan. | Children with anxiety and sensory issues need to be taught about their feelings/needs in order to understand them and deal with them. Quick sensory breaks is a proven method of dealing with these and enables them to return to the class ready to learn. | Rates of progress through individual action plans. Progress data. Behaviour incidents. | MC/ED |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £18151 |
| | | | | |

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 |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------|
| Small group tutoring to provide bespoke tutoring for Y6 children to prepare them for their end of KS2 tests | 2 hr small group tutoring per week. | Data for 2016/17 – this is an historic intervention that has been successful before. Specific coaching and tutoring of Y6 pupils boosts the chances of them being successful in their end of year tests. | Data analysis. | RM/DC |

Outcomes of Mid-Year Review:**Total Planned Expenditure: £ £3000****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 |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------|
| Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement. | THRIVE & Nurture small group supports Implementation of THRIVE action plans. | Data for 2016/17 – this is an historic intervention that has been successful before. Increase in school roll. The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom. | Rates of progress. Attendance. Exclusion rates. | BS |
| To ensure children are settled and well fed in order to start the day | Selected children attended a 10 minute breakfast club where they are fed and engage in some calming social interaction. | Many of our children arrive at school agitated due to finding coming to school a stressful and anxious time. This enables | Rates of progress. Attendance. | ZL |

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|-------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------|
| | | them to engage with adults and other children in a calm manner and return to class ready to learn. | Behaviour records. | |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £ Costs included in 1:1 social |
| 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 |
| Resources to support the successful implementation of the Primary Writing Project (PWP). | PWP | CAST evidence based decision on the rates of progress for PP children in their reading and writing. | Regular monitoring of T&L using the PWP approach Rates of progress End of year data | RM- LW /DC |
| To rapidly improve the reading ages of PP to ensure they close the gaps with their peers. | Accelerated Reader | Data for 2016/17 – this is an historic intervention that has been successful before. | Analysis of Star Reader Scores PP reading data | DC |
| To improve the mental maths capabilities of PP children | Mathletics | 2016/17 data | Mathletics usage PP Maths data | LW |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £6500 (inc supply) |

| 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 |
| An increase in the number of PP children achieving the expected standard or better in reading and writing. | PWP | CAST evidence based decision. | Regular monitoring of T&L using the PWP approach Rates of progress End of year data | RM – Dc and LW |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £ included above |
| 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 |
| To ensure that PP pupils have access to enrichment activities and educational visits. | Paying half of fee paying clubs for Pupil Premium children. | Historic data, attendance rates. The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom. | Monitoring of club registrations. All PP parents made aware of their entitlement. | MW |
| To ensure that our more-able PP children are on target to be at greater depth in Reading, Writing and Maths | To offer a series of enrichment opportunities with particular focus on more-able PP children – these include educational visits, visitors into school and opportunities for curriculum enrichment in the arts. | Data for 2015/16 v data for 2016/17 The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom. | Attendance data Pupil progress meetings | RM and all staff |

Outcomes of Mid-Year Review:

Total Planned Expenditure: £2000

i. Home Support (e.g. breakfast club, Educational Welfare Office (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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------|
| Improvement in attendance and engagement of all PP children. | To provide coaching and support for parents through a parent liaison in school and a parent support worker in the community. | Historic data of PP children. | Attendance data Progress data CPOMS Course attendance. | ED - BS |
| Reduce and avoid exclusions of 2 named pupils. Behaviour support plans have a positive effect of attainment and progress with particular reference to Y1 boys. | Behavioural Support Advisor to support school staff in meeting the needs of five pupils with extremely challenging behaviour to ensure that THRIVE intervention impacts on learning successfully. Attendance of advisor at Team Around the Child Meetings (TACS). Advisor offers support for 1:1 TAs | Attendance data. Exclusions have gone down year on year since 2015/16. Successful managed move. History shows us that a child struggling with a behavioural need will not be able to access learning in the classroom. This support allows us to put in place individual behaviour plans and supervision for staff to ensure that learning disruption is kept to a minimum. | Historic exclusion data. Attendance data Pupil progress TA appraisals | ED – DC and JH |
| Pupils make progress in line with their peers and close the gap where necessary. | Offer support/training and strategies for children/teachers and parents with complex learning needs. | Attendance Pupil attainment and progress This support has enabled the school to be successful if their | Pupil progress, behaviour, attendance, parent feedback. EP reports & Reviews. | ED- CW |

| | | | | |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------|
| | Educational Psychologist (EP) supports school and family in Education and Health Care Plan (EHCP) applications/reviews. | application for further funding to support PP children who have SEN needs. | % of PP children make a minimum of 1 year's progress from their starting point. My plans | |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £8500 |
| 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 |
| | | | | |
| | | | | |
| Outcomes of Mid-Year Review: | | | | |
| Total Planned Expenditure: | | | | £ |

6. Additional detail

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.