

Pupil premium strategy statement (primary)

1. Summary information					
School	St Monica's Catholic Primary School				
Academic Year	2017-18	Total PP budget	£140,100	Date of most recent PP Review	Mar 2018
Total number of pupils	256	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
KS2	<i>Pupils eligible for PP: School (national)</i>	<i>Pupils not eligible for PP: School (national average)</i>
% achieving in reading, writing and maths	76% (66%)	83% (60%)
% making progress in reading	82% (71%)	83% (71%)
% making progress in writing	94% (79%)	92% (79%)
% making progress in maths	82% (75%)	83% (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.	A high percentage of pupils start the school with below average oral language skills and GLD. This impacts on reading and general progress in other years.
B.	Behaviour for Learning: A small number of children have behaviour issues which often impacts on the teaching and learning.
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This impinges sustained high achievement in Key Stage 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents are not adequately skilled and/or equipped to support their children's learning through a number of issues such as housing, immigration, finance etc.
E.	Some pupils, including the higher ability pupils, do not have the facilities to support their homework and home learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for PP funding achieve expected levels from the time they start school until they leave. This includes EYFS pupils.	Pupils eligible for PP in every class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Pupils in receipt of Early years Pupil Premium funding achieve expected levels, as a minimum, by the end of Reception.	All eligible pupils are screened as soon as possible after starting school, and identified pupils are provided targeted supported, resulting in an increase in the % who achieve a GLD in communication & language.
C.	The number of higher ability PP pupils who achieve Greater Depth increases, and is in line at least with National standards.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths,

	The rate of progress across KS2 (Years 3, 4, 5 and 6) is at least consistently in line with National averages.	reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the school.
D.	Behaviour for Learning is positive across the school generally, and especially in children who are eligible for PP funding.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	All parents, especially those eligible for PP funding, are adequately supported in their continued learning outside of the classroom – with homework and resources like computers, internet etc.	Parents feel enabled and empowered to support their children outside the school, through parental workshops and provision for use of computers/internet in the school.

5. Planned expenditure					
Academic year	2017/18				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Improved language and communication skills for all pupils in the EYFS Support for teachers to raise standards across the school Embedding of Quality 1st Teaching across the school 	<p>Staff training on developing oracy for all pupils across the EYFS</p> <p>Peer training, shadowing and mentoring by Outstanding teachers across the school</p> <p>Targeted CPD and training for teachers to address any identified needs</p> <p>Development and training of HLTAs to offer more targeted and effective support in classrooms across the school</p>	<p>Quality 1st teaching is the most effective intervention for pupils, coupled with appropriate intervention.</p> <p>Peer to peer support by Outstanding practitioners ensures that best practice is shared and permeates the whole school.</p> <p>Providing pupils with high quality feedback is an effective way to improve attainment and empowers pupils to take ownership of their learning.</p> <p>1:1 or small group work has been proven to be very effective in improving attainment and progress for pupils with lower ability or multiple deprivation.</p>	<ul style="list-style-type: none"> Regular staff meetings Matched Joint PPA time to enable outstanding teachers share best practice with others outside of teaching time Book scrutinies and Learning Walks to demonstrate teacher development and improvement Peer observations to enhance pedagogy and encourage professional dialogues Evidence of embedded Quality 1st teaching throughout the school and in all year groups 	SLT: Headteacher Assistant Head, SENCo and all Phase Leaders	January 2018
<ul style="list-style-type: none"> Improved progress and attainment by higher ability pupils 	Staff training and CPD on stretching and challenging higher ability pupils.	CPD for teachers empower them through the acquisition of up to date strategies in pedagogy	<ul style="list-style-type: none"> Keen record and monitoring of training and assessment of impact on pupil teaching and learning 	CPD Lead	January 2018
Total budgeted cost					£7,921
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All identified children receive early intervention and no child is 'left behind'	Allocation of experienced LSAs and SENCO time to identified children to provide early intervention	Some children benefit from small group work, (e.g. children who have short attention span, or those who cause low-level disruption)	Close monitoring and scrutiny of progress made by identified children – lower and higher ability groups.	SENCo	April 2018
Total budgeted cost					£115,140

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children in need of specialist support receive appropriate help in good time	Educational Psychologists; SaLT intervention; A-Space Behaviour support; Booster classes; Specialist Teacher support	Professional intervention play a unique role in identifying and supporting pupils to make progress.	Regular review of impact, scheduled monitoring with all stakeholders including parents where appropriate	SENCo	April 2018
Professional and in-school support is enhanced by MLEs which would otherwise not be available to pupils	Memorable learning experiences including horse riding, trips to educational/therapeutic sessions such as forest schools etc.; Free breakfast for all.	Some extra-curricular enrichment experiences directly impact pupil behaviour, and enhances their behaviour for learning. The free breakfast ensured that all pupils can start the day energised and ready to learn.		SENCo	April 2018
Total budgeted cost					£27,417

6. Review of expenditure				
Previous Academic Year		2016/17		
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
All pupils in KS1 and 2 make accelerated progress	Quality 1 st teaching; moderation, peer mentoring/shadowing	Rigorous observation and appraisal methods ensured that teachers were clear about pupil progress and other targets.	This approach worked well, enabling good practice to be shared. Some teachers required more CPD than others but overall, this approach will be continued.	£9,500
All pupils, including PPG, achieve the expected standard in Phonics	Phonics champion who is trained up to train and support other colleagues.	89% of all pupils achieved the expected standard in Phonics, exceeding the LA (86%) and national (81%) averages, with only 1 of the disadvantaged pupils failing to achieve the expected standard.	This has proved very effective in ensuring that practitioners are up to date in their knowledge and practise. This approach will be continued.	£2,000
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
PPG pupils receive appropriate specialist support as soon as possible	Early intervention, LSA and specialist interventions inc. SaLT, Booster classes.	Pupils attained broadly average progress scores, with 83% achieving expected standards in Reading, Writing and Maths combined – exceeding both LA (71%) and National (61%) averages.	Most specialist interventions were effective, and the Booster classes helped to focus pupils, especially KS2 pupils, on acquiring the skills to answer questions accurately.	£124,670
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
All pupils, especially PPG pupils, acquired extra-curricular and whole-child skills that would last them a lifetime	Enrichment activities such as Ice Skating, Horse riding, Bowling and overseas partner school; regular Free (Magic) Breakfast		The activities achieved their targeted impact. This approach will continue, within budgetary constraints.	£7,430

7. Additional detail

Please see detailed reports on KS2 disadvantaged pupil attainment, and overall school attainment in <https://st-monicas-rc-primary.secure-primariesite.net/school-performance/>