

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	St Catherine's Catholic Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget (18/19 FY)</b>	£89040	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	243	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	July 2019

2. Attainment (17/18)			
	Pupils eligible for PP in school	Pure Pupil Premium* in school	Pupils eligible for PP (national average)
% Pupil Premium Children achieving GLD in EYFS	67%	67%	66%
% Pupil Premium Children achieving in reading, writing and maths at the end of KS1	20%	100%	N/A
% Achieving expected standard or above in Reading at the end of KS1	60%	100%	74%
% Achieving expected standard or above in Writing at the end of KS1	55%	67%	92%
% Achieving expected standard or above in Maths at the end of KS1	55%	100%	65%
% Pupil Premium Children achieving in reading, writing and maths at the end of KS2	40%	100%	53%
% Achieving expected standard or above in Reading at the end of KS2	64%	100%	66%
% Achieving expected standard or above in Writing at the end of KS2	64%	100%	74%
% Achieving expected standard or above in Maths at the end of KS2	64%	100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Limited access for PP children to pastoral support
<b>B.</b>	Low attainment in mathematics
<b>C.</b>	Access to small group or individual support to be maximised
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of parental support – pupils not prepared for learning, homework not completed, reluctance to allow pupils to participate in activities including extra curricular. Absence figures and persistent lateness – therefore less time spent in school when learning could be maximised

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Employ Pastoral Assistant in order to ensure PP children are 'ready to learn' each day	PP children receive pastoral support at start of day as needed in order to prepare them for learning and working with peers
<b>B.</b>	Provide training for teachers and Teaching Assistants in the use of manipulatives to aid mathematical thinking/reasoning	The attainment gap between all pupils and PP group has narrowed
<b>C.</b>	Facilitate every class with at least 1 full time Teaching Assistant	PP children will be fully supported within all lessons
<b>D.</b>	Breakfast Club provided and funded for PPG children. PPG pupils given priority for Homework Club to ensure Homework is completed to a standard in line with peers. Attendance and punctuality improved	The attendance and punctuality of PP children will have increased and so learning time and readiness for learning will have improved

#### 5. Planned expenditure

<b>Academic year</b>	<b>£51940 (September 2018 to March 2019) (to be updated when 18/19 funding received)</b>
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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

<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>
Pupils are encouraged to participate in a programme to develop and enjoy reading through access to good quality materials	Programme to encourage pupils to read and expand their word knowledge which in turn should raise their progress and attainment in Reading and Writing. Building on the Accelerated Reader Programme and introducing Star Reader in Year 3	Good quality texts will encourage pupils to develop their reading. Programme quizzes will challenge pupils knowledge and reward scheme will provide pupils with their own targets and success initiative.	Half-termly pupil progress meetings to track progress towards end of year targets with specific actions to secure good progress.	KS2 Teachers	
To reduce the gaps for PPG children through regular monitoring and assessment	Dedicated staff member to act as Pupil Premium Champion (PPG) who will work closely with teachers to ensure tracking is accurate and swift implementation of interventions is in place.	Progress, emotionally, academically and socially, will be closely tracked to ensure PPG pupils are receiving as much support as possible so that each pupil is given every opportunity to achieve their best.	Half-termly feedback from PPC to ensure pupils are closely monitored and appropriate actions are taken to provide support where necessary	LC/Teachers/SMT	

PPG pupils are supported appropriately for their ability and are able to maintain their progress in line with their peers	TA deployment has been made to meet the needs of the PPG pupils to ensure appropriate support is provided both in and out of the classroom	Class structures have been analysed and any areas where specific support is needed identified including 1:1 support and small group work with an experienced TA focussing on overcoming gaps in learning	Half-termly progress meetings will track progress and identify whether deployment of staff is successful and that resources are sufficient to support pupil progress	SMT/Teachers	
PPG pupils will make similar progress to others in Mathematics	New support materials (Power Maths, Timetable Rockstars) introduced with focused Teacher/TA training.	Data outcomes show that PPG children attained lower outcomes than others	Half-termly progress meetings. Regular reports from PPChampion Data analysis	DHT/SLT/PPC	
<b>Total budgeted cost</b>					£46732

<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>
PP children receive pastoral support at start of day as needed in order to prepare them for learning and working with peers	Employ Pastoral Assistant in order to ensure PP children are 'ready to learn' each day	With dedicated pastoral support, pupils will be able to overcome emotional, behavioural or social issues which impact on their learning.	Regular documented sessions with pupils which include actions to assist in improving learning	PPC & PSA	Half termly
Pupils are able to complete their homework with relevant support and continue to match the progress of their peers.	Staff are deployed to support pupils who regularly do not complete or attempt homework in an afterschool club to ensure that homework is completed and understood	Pupil progress matches that of their peers and they are able to understand and complete homework	Pupils are registered for weekly Homework Club sessions	TAs/Teachers	
<b>Total budgeted cost</b>					£7911

<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>
To improve the attendance of PP pupils.	Close monitoring of attendance for PPG pupils. Family support offered where attendance is an issue. Breakfast Club continues to be offered FOC for PPG pupils.	Regular attendance at school has a direct impact on progress. Therefore ensuring a good level of attendance is essential for securing the best outcomes.	Working with families and other agencies to improve attendance for PPG pupils.	PP lead and DHT	Half termly
Ensure that PPG pupils have full access to the same activities as their peers	Financial support offered for PPG pupils for trips, swimming, extra curricular activities, etc	All pupils have the opportunity to participate in all activities which promotes their learning.	All trips, swimming and extra curricular activities are subsidised or provided FOC to ensure that there is no financial restraint on a pupil participating in any activity	SBM	
<b>Total budgeted cost</b>					£8325

6. Review of expenditure and Impact Report				
Previous Academic Year		2017/18		
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
A clear picture of PPG children and their individual areas of need. Tracking system of intervention and impact of support for individual pupils. Better shared understanding of individual PPG pupil needs. Regular individual evaluations of pupil academic and social progress	Identify staff member to act as PPG Champion and allow for additional time out of the classroom to enable full analysis of PPG pupils and the support they need. To meet with teachers to develop a complete history of each child, their current level of attainment and progress and develop strategies to help them reach their full potential.	PPG Champion in place and meeting regularly with teachers to keep knowledge on pupils and intervention strategies up to date Clear picture of identified needs for individual PPG pupils. PPG pupils have regular 1:1 contact with PPG Champion and personalised support better identified	Continuation of PPG Champion role agreed PPG children needs are complex and diverse, therefore the requirement to be tightly focused has been identified.	£21606
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
TA support increased to allow 1:1 support for a number of pupils in English & Maths and SENCo and PPG Champion to work with pupils on Speech & Language development throughout the year	Provide 1:1 tailored support for pupils recognised as not achieving their full potential in English and Maths	PPG Champion & SENCo able to evaluate individual children accurately using tailored assessment tools giving clear indication of need.	Evaluation of interventions are quicker and changed accordingly to impact Response to individually identified learning barriers needs to be timely Increased TA support to continue	£28825

New teacher resources for Maths purchased to build on previous investment in Maths resources.	Purchase additional Maths resources to support pupils in the classroom	New approach to Maths teaching secure in all Year Groups New materials positively impacting on pupil progress	Lesson observations identified areas for development and training to be organised in order to improve overall progress and attainment Broker External moderation of Mathematics teaching	£2750
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide TA training for intervention strategies so that PPG pupils are fully supported	Training for TAs to deliver further interventions	TAs trained to deliver specific interventions in Maths and Literacy. TAs focussing on all groups of pupils including PPG	Refreshers will be needed next year – delivered internally First Quality teaching is key	£2500
Provide up to date technology in order to allow access to research and increase pupils knowledge of the use of technology to improve their learning.	Purchase Ipads to enhance learning in all subjects and provide additional research options for pupils	Ipads purchased All pupils have greater access to Computing and On-line Safety learning	Parental knowledge to be addressed through regular Computing and Online-Safety newsletters	£10839
Attendance and punctuality for PPG pupils with low attendance greatly improved.	Provision of a free breakfast to ensured that pupils are nourished and ready to learn at the beginning of each school day.	3 families (7 pupils), who were main concerns re attendance, attended Breakfast Club and therefore were reading to learn and socialise at the beginning of the school day – attendance and punctuality improved in all families	Continue to “roll out” to other PPG families identified as a having poor attendance/punctuality. Increase engagement of parents for these families to try and reduce barriers for non-attendance	£5390
PPG pupils experience alternative social and physical activities outside of the classroom.	The school will meet the costs of trips, residentials and extra-curricular activities for PPG pupils so that they are able to experience improved cultural opportunities and additional teaching and learning through trained TAs or external agencies.	PPG Pupils are able to attend and experience activities outside the normal school based or home environment which provides opportunities for a rich and diverse learning experience	Parents are grateful of any financial assistance which enables their children to experience activities they would otherwise be unable to do.	£5000