

St Mary's Catholic Primary School, Ipswich

Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2017-18	Total PP budget (April 17)	£28,300	Date of this PP review	September 2017
Total Number of pupils	212	No of pupils eligible for PP	18	Date of next PP review	July 2017

2. Current attainment 2016-17		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 100+ in WRM	80%	61%
% achieving expected progress in reading	80%	71%
% achieving expected progress in writing	80%	76%
% achieving expected progress in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Engagement in learning – resilience, commitment and organisation.
B	Limited speech and language skills which impact on learning.
C	Issues of self-esteem.
External barriers	
D	Access to opportunity, life experiences, books, ICT.
E	Parental support. A lack of regular home reading, homework, spellings.

4. Outcomes		Success Criteria
A	Children fully engage with their learning. They demonstrate effective learning behaviours and are equipped with the language to discuss their progress.	Children working at expected level or better for their age group and make expected or better progress.

		Children are able to talk about and demonstrate effective learning behaviours.
B	Children have a wide vocabulary appropriate to age and context.	Children achieve expected or better levels in reading and writing and make expected or better progress.
C	Children can access learning in class because their self-esteem needs are met.	Raised self-esteem through QFT and positive relationships with key adults. Children engage in half termly meeting with their class teachers to review their progress and build relationships.
D	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.
E	Parents understand the risks for their child and what they can do to support them.	Raised attainment levels in key skills across the curriculum. Raised engagement with parents – homework, curriculum evenings, parents evenings, class masses etc.

5.Planned expenditure					
Academic Year 2017-18					
The three headings below enable schools to demonstrate how they are using the PP to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality First Teaching					
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 can talk about their learning and progress. They know that errors are the key to learning. Resilience is demonstrated.	Learning behaviours to support metacognition. Half termly meetings with PP children and class teacher.	EEF Metacognition +8months	Termly monitoring schedule	SMT All staff	January 18
Clear feedback to children. Children are engaged in their learning.	Mark PP books first. Share good practise on effective feedback. Review school marking policy.	EEF Feedback +8 months	Termly monitoring schedule	SMT All staff	January 18

Children can work together on well-designed tasks. Language development and engagement are supported through collaborative learning.	Planned opportunities for children to support and practise working together. Encourage lower ability children to articulate their thinking. Staff training on collaborative learning.	EEF Collaborative learning +5 months	Termly monitoring schedule Pupil perceptions Lesson observations	SMT All staff	January 18
Total budgeted cost					£ 0
ii. Targeted support					
	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Children have a wider vocabulary appropriate to age.	Chatter Box – early language intervention	EEF Oral language development +5 months	Sessions will have ½ termly targets set.	EYFS leader	Half termly
Children are supported with early acquisition of language development.	Teacher to pupil ratio to be increased to allow for additional teaching groups and interventions.	Disadvantaged children can access more of teachers' time. Additional adults means pre-planned interventions groups can take place and also ad-hoc according to need. EEF	Sessions will have objectives either weekly or half termly. Progress measured using target tracker	EYFS leader	Half termly

		Oral language development +5 months			
Effective lesson support through developing language	Elklan Training for all support staff	EEF Oral language development +5 months	Lesson observations SMT dropins	SENCO English leader	
Key skills improvement in English and Maths	1:1 tuition HLTS's to release teachers for 1 intervention and booster groups.	EEF 1:1 +5months Small group +4	Sessions will all have objectives either weekly or half termly.	Maths leader English leader SENCO Class teachers SMT	
Self-esteem issues are explored and children are supported to identify and manage their feelings.	Feelings group Drama Therapy KS1 & KS2	EEF Social and emotional learning +4 months	Pupil perceptions Discussions with class teachers	SENCO SMT Class teachers	Half termly
Total budgeted cost					£20,300
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?
For children to access a range of social/cultural/sporting experiences, visits and activities.	Children will partake in cultural visits. Eg: to London, local museums, zoos, places of worship, music lessons etc.	EEF Outdoor learning +3 months Sports and Arts participation +2 months	Reviewing programme of trips and attendance.	Senior Teacher	Annual
Increased home engagement	Community Hub Develop relationships with parents provide opportunities for parents to learn how	EEF Parental involvement +3 months	Feedback forms from parents Attendance at workshops		

	to further support their children. Provide variety of parent workshops				
Total budgeted cost					£8000

6. Review of expenditure				
Previous Academic Year 2016-17				
Desired Outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Children fully engage with their learning. They demonstrate effective learning behaviours and are equipped with the language to discuss their progress.	Learning behaviours taught and applied in all classes. HLTA's to provide cover for teachers to work with small groups to develop key skills in maths and literacy.	Pupils understand that errors are key to learning. Pupils demonstrate resilience when faced with challenges.	Continue to embed this within new curriculum. Investigate whole class marking.	
Children have a wide vocabulary appropriate to age and context.	Wide range of strategies in class evidenced to improve word learning – evidenced by observations and HT drop ins. Teacher to pupil ratio to be increased to allow for additional teaching groups and interventions.	Children are able to clearly express their ideas. Children can use their wide vocabulary in spoken form.	Communication is a whole school driver for 2018-2019 Apply vocab in spoken and written form. Parental involvement through cafes, curriculum evenings, newsletters...	Training Monitoring
Children can access learning in class because their self-esteem needs are met.	Raised self-esteem through QFT and positive praise Children are willing to share their outcomes with others Feedback to children is timely, manageable and	Pupils and parents engaged during drama therapy sessions. Positive feedback from children and parents. Pupils are confident and able to access learning in class. Pupils can work	PSHE curriculum to address our pupils needs. Mental health awareness Investigate SEAL modules.	Training Monitoring

	effective parental feedback is positive.	independently and in groups, managing behaviour effectively.		
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils have access to extra-curricular activities and experiences to enhance their learning and opportunities.	Every year group had the opportunity to engage with practical science workshops. A wide variety of sporting events have taken place across the school. The children have had workshops with music, performing arts, PSHE groups and a careers fair. These have been in addition to class trips. These experiences and opportunities help to raise aspirations and highlight future career options.	This needs to be ongoing.	Cost of social/cultural and sporting experiences.
Parents understand the risks for their child and what they can do to support them.	Raised engagement levels with PP parents – parents' evenings, curriculum evenings, class masses, homework etc. Community hub	Parents engaged with school throughout the year.	Cafes for all approach to be established 2018-2019	£200 set up costs 1 day supply for lead teacher. Training for one staff member £190 Twilight training for all staff £200

7. Additional detail
This review section will be completed at the end of the academic year 2017-18.
In July 2018

50% of EYFS PP children achieved a good level of development (2 children).

50% of Y1 PP children met the expected level in phonics (2 children).

End of KS1 - 100% of PP children met the expected levels in reading, writing and mathematics (2children).

End of KS2- 67% of PP children met the expected levels in writing and maths and reading (3 children).

Across the school KS1:

Writing: 75% Pupil Premium are working at the expected level for their age (4 children).

Reading: 75% Pupil Premium are working at the expected level for their age (4 children).

Maths: 100% Pupil Premium are working at the expected level for their age (4 children).

Across the school KS2:

Writing: 54% Pupil Premium are working at the expected level for their age (13 children).

Reading: 69% Pupil Premium are working at the expected level for their age (13 children).

Maths: 77% Pupil Premium are working at the expected level for their age (13 children).

It should be recognised that due to small numbers, data success will be relevant to the individual child and may therefore change significantly from year to year.