

St Mary's Catholic Primary School, Ipswich

Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St Mary's Catholic Primary School				
Academic Year	2018-19	Total PP budget (April 18)	£24,700	Date of this PP review	September 2018
Total Number of pupils	211	No of pupils eligible for PP	16	Date of next PP review	July 2019

2. Current attainment 2017-18 KS2		
(3 pupils)	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 100+ in WRM	67%	64%
% achieving expected attainment in reading	67%	75%
% achieving expected attainment in writing	67%	78%
% achieving expected attainment in maths	67%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Emotional, Social and Behavioural issues.
B	Engagement in learning – resilience, commitment and organisation.
C	Language and vocabulary of pupils is limited – affecting ability to access challenging texts, interpreting maths problems solving questions and affecting the quality of writing.
D	Key skills – reading, writing and maths.
External barriers	
E	Limited opportunity to experience a wide range of experiences that children can use to support their learning in school.
F	Parental engagement and links with the school. Parents perceptions of schooling, education and priority on learning and achievement.
G	Raise attendance at school. % attendance to be in line with school average.

4.Outcomes	Success Criteria
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A	Pupils can fully engage with in class learning because they are able to manage their emotions and behaviour.	Pupils make expected or better progress.
B	Pupils are engaged with their learning. They demonstrate resilience, commitment and good organisation skills which enable them to make the most of all learning opportunities.	Pupils make expected or better progress. Pupils can talk about their learning and are aware of their next steps.
C	Pupils understand and use a wide variety of vocabulary. They are able to access challenging texts and maths problems. Pupils use ambitious vocabulary in their writing.	Pupils make expected or better progress. Pupils are able to access age appropriate texts. They understand and interpret a wider range of vocabulary and apply this in their own writing.
D	Pupil's key skills in reading, writing and maths enable them to achieve in line with non-pupil premium pupils.	Pupils achieve in line with non-pupil premium pupils. Pupils make expected or better progress.
E	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.
F	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.
G	Parents understand the risks associated with attendance.	Pupil's attendance is in line with the school average.

5.Planned expenditure					
Academic Year 2018-19					
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?
Pupils are confident, committed and resilient.	PSHE Curriculum developed to address specific needs of our pupils. This underpins all of the curriculum. Lessons focusing on mental health taught across the school.	EEF +4 Social and emotional learning	PSHE portfolio scrutiny and talk to pupils. HoS drops ins.	JB HoS	January 19 April 19 Summer 19

	A whole school approach with vulnerable pupils at the forefront.				
Children can talk about their learning and progress. They know that errors are the key to learning. Resilience is demonstrated.	Half termly meetings with pp pupils and class teacher to discuss progress. Focus on Learning behaviours across the school.	EEF Feedback 8+ months	HoS drop ins. Pupil perceptions	JB Hos KS leads Class teachers	Half termly
Strong relationships between adults and pp pupils encouraged. PP pupil's progress closely tracked throughout the year.	Half termly meetings with pp pupils to discuss progress. Half termly meeting between class teacher and Head of School to discuss PP pupil's progress. Support implemented as required.	EEF Feedback 8+ months	Half termly meetings Pupil perceptions Pupil progress	JB HoS KS leads Class teachers	Half termly
Diagnostic assessment and focused interventions (therapies).	In class TA support to enable the teacher to work with focus groups. PIXL for year 6 pupils.	EEF 4+ months Small group tuition	Impact of therapies. Application of new skills and learning. Monitor year 6 assessment and progress.	HoS CDN Executive Head	Termly

					Total budgeted cost	£ 10000
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?	
To support the emotional needs of our pupils.	Drama therapy Calm boxes Lego therapy	EEF +4 Social and emotional learning		HoS SENCO	Half termly	
Improve maths and literacy key skills.	Interventions teacher focused on maths and literacy key skills development. Hive /Nurture Group Bar method maths training.	EEF +4 months Small group tuition	Termly progress meetings. Half termly discussions with Class teachers. Drop ins	HoS LM Class teachers	Half termly	
To improve language acquisition and development.	Welcome Tests in reception class to assess speech and language acquisition. Targeted interventions provided.	EEF Early years intervention + 6 months	Termly impact. Review assessment data.	HoS EM SENCO	Half termly	
To support pupils with EBSD/attachment issues.	Nurture provision. Safe space available at lunchtimes. Before school intervention.	EEF +4 Behaviour interventions / social and emotional learning	HoS drop ins. Pupil and parent feedback. Pupil progress meetings.	SENCO HoS Class teachers	Termly	
					Total budgeted cost	£12200
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?
Parents are involved with learning.	Parents workshops. Investigate Cafes for All approach.	EEF +3 months	Pupil and parents feedback Subject leaders Attend workshops	KR Class teachers Subject leaders	April 2019
Pupils have a wide range of opportunities to support their learning.	Wide range of experiences and opportunities for extracurricular learning.	EEF +2 months	Monitor range extra curriculum opportunities offered.	EVC Subject leaders Class teachers HoS	January 19
Pupils have access to a variety of sports clubs.	A variety of sports clubs offered. Opportunities for competition. Priority given to PP pupils.	EEF +2 months	Monitor range of clubs offered. Review club registers. Uptake from pp pupils?	HoS JD	January 19
Pupil premium pupils attendance is in line or better than school average.	Late gates. Conversations with parents.		Monitor attendance of pupil premium pupils	CS HoS Class teachers	January 19
Total budgeted cost					£2500

6. Review of expenditure				
Previous Academic Year 2017-18				
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.	Taught Learning behaviours to support metacognition. Half termly meetings with PP children and class teacher.	Low pupil numbers make % evaluations difficult. KS1 100% of pp pupils achieved RWM combined. KS2 67% of pp pupils achieved RWM combined.	Continue with whole school approach to learning behaviours. Planned specific Interventions are more	PIXL Teacher led interventions

	<p>Marked Pupil premium children's books first to provide specific feedback.</p> <p>Provided interventions and booster groups.</p> <p>Collaborative learning.</p>	<p>Half termly meetings between class teachers and pp pupils helped to build relationships and focus next steps in learning.</p>	<p>effective when led by the class teacher.</p>	
<p>Children have a wide vocabulary appropriate to age and context.</p>	<p>Introduced word of the week across the school.</p> <p>Chatterbox intervention</p> <p>Increased adult to pupil ratio in EYFS.</p> <p>Elkan training</p>	<p>Evidence that pupils have used the work of the week in writing.</p>	<p>More work needs to be done to extend pupils vocabulary.</p> <p>Continue with word of the week.</p>	<p>Literacy coordinator release time to investigate strategies to widen vocabulary.</p> <p>PD day training sessions</p>
<p>Children can access learning in class because their self-esteem needs are met.</p>	<p>Drama therapy</p> <p>Calm boxes</p>	<p>Calm boxes have had a positive impact in Year 4.</p> <p>Pupil and parental feedback from drama therapy has been positive.</p>	<p>Roll out use of calm boxes from year 4 to all pupils who needs them.</p> <p>Investigate possibility of more drama therapy.</p>	
<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Pupils have access to a wide range of trips and experiences.</p>	<p>Positive pupil and parental feedback.</p> <p>Pupils have received a variety of extracurricular opportunities.</p>	<p>Continue to explore new opportunities.</p> <p>Pupils to link these to learning in school.</p>	
<p>Parents understand the risks for their child and what they can do to support them.</p>	<p>Community hub</p> <p>Parent workshops</p>	<p>Parents have attended a variety of in school events.</p>	<p>Now to move from parental involvement in school to parental engagement in teaching and learning.</p>	

7. Additional detail
This review section will be completed at the end of the academic year 2018-19.

July 2019

% of EYFS PP children achieved a good level of development (0 children)

0 % of Y1 PP children met the expected level in phonics (2 children).

End of KS1 - 50 % of PP children met the expected levels in reading, writing and mathematics (2 children).

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

Across the school KS1:

Writing: 25% Pupil Premium are working at the expected level for their age (4 children).

Reading: 25 % Pupil Premium are working at the expected level for their age (4 children).

Maths: 50 % Pupil Premium are working at the expected level for their age (4 children).

Across the school KS2:

Writing: 75% Pupil Premium are working at the expected level for their age (12 children).

Reading: 91 % Pupil Premium are working at the expected level for their age (12 children).

Maths: 75 % Pupil Premium are working at the expected level for their age (12 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.