
St Catherine's Catholic Primary School Bridport 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.
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1. Summary information					
Academic Year	2017 2018	Total PP budget	30,360	Date of most recent PP Review	July 2017
Total number of pupils	178	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Termly with Progress Meetings

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
17	4		

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	5	2	3		
Year 5	3	3			
Year 4	3	3			
Year 3	1	1			
Year 2	3	3			
Year 1	5	4	1		
Reception	1	1			
Total	21	17	4		

2. Current achievement

End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP 7 Key Stage 2 1 Key Stage 1</i>	<i>Pupils not eligible for PP 20</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	71%	63%	
% achieving expected standard or above in reading	86%	81%	
% achieving expected standard or above in writing	86%	85%	
% achieving expected standard or above in maths	71%	85%	
Progress score in Reading	+1.89	+2.05	
Progress score in Mathematics	-1.57	+0.6	
Progress score in Writing	-0.32	+0.7	
% achieving expected standard or above in reading at KS1	0%	67%	
% achieving expected standard or above in writing at KS1	0%	67%	
% achieving expected standard or above in maths at KS1	100%	67%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. PP with high level additional needs and closing the gap .38% of Pupil Premium are on the SEND register ,with 22% of the register being made up of Pupil Premium Pupils .66% of EHCP's are Pupil Premium pupils .

B. Social and Emotional Resilience of pupils

External barriers (issues which also require action outside school, such as low attendance rates)

C. Multi agency working and access to a range of services in particular Social, Care and Health

D.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make expected or better progress in reading ,writing and maths from their individual starting point	Pupils in receipt of PP funding will make at least expected progress from their individual starting point. Pupils will know the next steps in their learning Progress will be evident in their books The gap between underlying abilities and attainment will have a direct correlation and pupils will reach their potential
B.	Pupils will become more resilient ,secure and confident through first quality teaching ,supportive and enabling environment ,discrete classroom support developing independence ,specific interventions when needed in relation to specific programmes	Raised application ,progress and attainment –progress reviews Statutory assessment data Pupils External agency programme reviews
C.	Pupils will be fully included within all aspects of school life	Engagement in all aspects of school life attendance at after school activities, trips
D.		

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

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: £

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
Language Development and specific needs met	Speech and Language Programmes Literacy programmes	Individual Need following professional assessment	Regular reviews with Speech and Language Service Reviews	SLT Class teacher

Outcomes of Mid-Year Review:

Total Planned Expenditure: **£1,814**

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
Pupils have greater resilience ,more confident and secure	Emotional Literacy Support Sessions Invitation Time to talk Group Ability to access Dorset Family Matters Counselling Service Sensory Inputs	Based on attachment theories and Nurture Group Principles and working in conjunction with Educational Psychologist	Entry and Exit questionnaire Reduced entries on My Concerns Raised Application and Attainment	SLT ELSA support staff External agency

Outcomes of Mid-Year Review:

Total Planned Expenditure: £ SEE E

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
To meet ARE in Key Stage 2 Statutory Assessments	Booster sessions linked to ongoing assessment /scoop up		Class Tracking Progress Reviews	Year 6 SLT

Outcomes of Mid-Year Review:

Total Planned Expenditure: £1,134

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

Pupils have greater resilience ,more confident and secure	Emotional Literacy Support Sessions Invitation Time to talk Group Ability to access Dorset Family Matters Counselling Service	Based on attachment theories and Nurture Group Principles and working in conjunction with Educational Psychologist	Entry and Exit questionnaire Reduced entries on My Concerns Raised Application and Attainment	SLT ELSA support staff External agency
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £ 1,134

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

Outcomes of Mid-Year Review:

Total Planned Expenditure: £

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
Staff have emotional resilience	Supervision for delivery of specific ELSA programmes		Attendance at supervision meetings is mandatory if this intervention to be carried out	SLT ELSA Staff

Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ 400
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
Promoting individual talents	Involvement in specific enrichment projects with local secondary school			SLT
Promoting engagement and aspiration	Whole school award system	Pupils response	Ongoing in weekly celebration assembly	All staff
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£ Admin Time
i. Home Support (e.g. breakfast club, 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
Ready to learn	Breakfast Club is available	EEF research	This is available if families need it	SLT
Full inclusion al aspects of school life	Trips, swimming and uniform		Inform	
Outcomes of Mid-Year Review:				

Total Planned Expenditure:				£ 1,800
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
Improved progress and attainment	Precision Teaching –scoop up sessions following lesson Discrete classroom support	Trialled in 2016 /2017 evidenced in improved standards Precision Teaching directly targets immediate need Independence application	Class progress Reviews	SLT Class teachers
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£28,960 Yr 6 3,402 Yr 5 11,101 Yr 4 2,268 Yr 3 1,701 Yr 2 1,134 Yr 1 8,731 R 623

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.