

## **St Catherine's Catholic Primary School Bridport Pupil premium strategy statement 2018-19**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> 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.

### **1. Summary information**

<b>Academic Year</b>	2018 2019	<b>Total PP budget</b>	24,740	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	187	<b>Number of pupils eligible for PP</b>	<b>17</b>	<b>Date for next internal review of this strategy</b>	Termly with Progress Meetings

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
17		1	

**Current Academic Year**  
(Percentages are for each cohort and the totals across the school)

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	3				
Year 5	3				
Year 4	2				
Year 3	2				1
Year 2	5				
Year 1	1				
Reception	1				
<b>Total</b>	<b>17</b>	<b>17</b>			<b>1</b>

## 2. Current achievement

<b>End of KS1 &amp; 2 Attainment for: 2017-2018</b>	<i>Pupils eligible for PP</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	<b>60%</b>	<b>57%</b>	<b>61%</b>
% achieving expected standard or above in reading	<b>80%</b>	<b>69%</b>	<b>79%</b>
% achieving expected standard or above in writing	<b>80%</b>	<b>79%</b>	<b>76%</b>
% achieving expected standard or above in maths	<b>60%</b>	<b>69%</b>	<b>77%</b>
Progress score in Reading		<b>-1.8</b>	
Progress score in Mathematics		<b>-2.1</b>	
Progress score in Writing		<b>-1.2</b>	
% achieving expected standard or above in reading at KS1	<b>100%</b>	<b>68%</b>	<b>76%</b>
% achieving expected standard or above in writing at KS1	<b>100%</b>	<b>64%</b>	<b>68%</b>
% achieving expected standard or above in maths at KS1	<b>100%</b>	<b>80%</b>	<b>75%</b>

### 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*)

<b>A.</b>	PP with high level additional needs and closing the gap .47% of Pupil Premium are on the SEND register ,with 20% of the register being made up of Pupil Premium Pupils 40% of EHCP's are Pupil Premium pupils .
<b>B.</b>	Using and applying knowledge and skills in new contexts link to core subjects
<b>C.</b>	Social and Emotional Resilience of pupils

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

<b>D.</b>	Multi agency working and access to a range of services
<b>E.</b>	

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</b>	Pupils will develop metacognitive strategies to plan, monitor and evaluate themselves and their learning.	Enabling pupils to self- regulate socially and emotionally and apply skills to improve outcomes
<b>C.</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 ,Pira /Puma , statutory assessment data ,pupil comments External agency programme reviews
<b>D.</b>	Pupils will be fully included within all aspects of school life	Engagement in all aspects of school life attendance at after school activities, trips

**5. Planned expenditure**

**Academic year**                      **2018/19**

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**

<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>

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure:**    **£**

**b. 1-1 Intervention - Academic**

<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>
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	SENCO Class teacher

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure:**    **£3,236**

**c. 1-1 Intervention - Social**

<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>
Pupils have greater resilience ,more confident and secure	Questioning and delivery in the classroom Emotional Literacy Support Sessions 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	Drop In's and Observations 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**

<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>
To meet ARE in Key Stage 2 Statutory Assessments	Targeted 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**

<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>

Pupils have greater resilience ,more confident and secure	Questioning and delivery in the classroom Emotional Literacy Support Sessions Ability to access Dorset Family Matters Counselling Service	Based on attachment theories and Nurture Group Principles and working in conjunction with Educational Psychologist	Drop In's and Observations 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:**

See above

**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	Best practice as outlined by psychology reviews	Attendance at supervision meetings is mandatory if this intervention to be carried out	SLT ELSA Staff

**Outcomes of Mid-Year Review:**  
**ELSA staff able to utilise knowledge and skills learnt at supervision to enhance provision**  
**Summer Term well being workshop for staff to further skill for dealing with issues**

**Total Planned Expenditure: £ 400**

**h. Enrichment/Raising Aspirations**

<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>
Promoting individual talents	Involvement in specific events within locality.			All staff
Promoting engagement and aspiration	Whole school award system	Pupils response	Ongoing in weekly celebration assembly	

**Outcomes of Mid-Year Review: Full engagement in school life**

**Total Planned Expenditure: £ Admin Time**

**i. Home Support (e.g. breakfast club, EWO etc.)**

<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>
Ready to learn	Breakfast Club is available	EEF research	This is available if families need it	SLT
Full inclusion all aspects of school life	Trips, swimming and uniform		Information	

**Outcomes of Mid-Year Review:**

<b>Total Planned Expenditure:</b>				<b>£ 1,800</b>
<b>j. Other, not captured by any of the above</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>
Improved progress and attainment 1:1 support provided in class where appropriate.	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 Outcomes from PIRA and PUMA tests and marking and feedback support given through quality first teaching, conferencing. This is rigorously monitored following the programme in place. PP Lead to monitor. SLT/Phase leaders monitor through lesson observation/learning walks. PP lead	Class Teachers Phase Leaders SLT
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£ 4,539 2,268 8,731 623 623</b>

## **6. Additional detail**

See Internal Evaluation

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.