
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.

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

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
17		1	

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

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<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	60%	57%	64%
% achieving expected standard or above in reading	80%	69%	75%
% achieving expected standard or above in writing	80%	79%	78%
% achieving expected standard or above in maths	60%	69%	76%
Progress score in Reading		-1.8	(-4.1 to 0.5)
Progress score in Mathematics		-2.1	(-4.1 to 0.1)
Progress score in Writing		-1.2	(-3.4 to 1.0)
% achieving expected standard or above in reading at KS1	100%	68%	76%
% achieving expected standard or above in writing at KS1	100%	64%	68%
% achieving expected standard or above in maths at KS1	100%	80%	75%

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 .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.	Using and applying knowledge and skills in new contexts link to core subjects
C.	Social and Emotional Resilience of pupils

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

D.	Multi agency working and access to a range of services
E.	

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 develop metacognitive strategies to plan, monitor and evaluate themselves and their learning to raise application ,attainment and resilience.	Enabling pupils to self- regulate socially and emotionally and apply skills to improve outcomes
C.	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
D.	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

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 identified needs met from external assessments.	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				
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	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				
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	Targeted booster sessions linked to ongoing assessment /scoop up in classroom following delivery		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	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
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
Development of meta cognition understanding and strategies Staff have emotional resilience	The role of questioning in delivery. Implementation and ongoing development of classroom strategies Supervision for delivery of specific ELSA programmes	EEF Guidance Report Best practice as outlined by psychology reviews	Classroom drop in's. Peer observations Pupil conversations 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				
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 Promoting engagement and aspiration	Involvement in specific events within locality. Whole school award system	Pupils response	Ongoing in weekly celebration assembly	All staff

Outcomes of Mid-Year Review: Full engagement in school life				
Total Planned Expenditure:				£ Admin Time Gold Box
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 Full inclusion all aspects of school life	Breakfast Club is available Trips, swimming and uniform	EEF research	This is available if families need it Information	SLT
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	Trialled in 2016 /2017 evidenced in improved standards Precision Teaching directly targets immediate need	Class progress Reviews	Class Teachers Phase Leaders SLT

1:1 support provided in class where appropriate.	Discrete classroom support	Independence application	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	
Outcomes of Mid-Year Review:				
			<p style="text-align: right;">Total Planned Expenditure:</p> <p style="text-align: right;">£ 24,740</p> <p style="text-align: right;">Yr 6 4,539</p> <p style="text-align: right;">Yr 5 2,268</p> <p style="text-align: right;">Yr 4</p> <p style="text-align: right;">Yr 3</p> <p style="text-align: right;">Yr 2 8,731</p> <p style="text-align: right;">Yr 1 623</p> <p style="text-align: right;">R 623</p>	

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.