

Pupil premium strategy statement 2016-17

| 1. Summary information | | | | | |
|-------------------------------|--|---|---------|---|--------------|
| School | St Catherine's Catholic Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £40,920 | Date of most recent PP Review | July 2016 |
| Total number of pupils | 195 | Number of pupils eligible for PP | 17 | Date for next internal review of this strategy | January 2017 |

| FSM | Ever6 | Pupil Premium Plus (Adoption Premium) | Services |
|------------|--------------|--|-----------------|
| 31 | | 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 | 4 | 2 | 2 | | |
| Year 5 | 5 | 2 | 3 | | |
| Year 4 | 2 | 1 | 1 | | |
| Year 3 | 2 | 2 | | | |
| Year 2 | 2 | | 1 | | 1 |
| Year 1 | 1 | 1 | | | |
| Reception | 1 | 1 | | | |
| Total | 17 | 9 | 7 | | |

| 2. Current attainment | | | | |
|--|--|------------------------------|--|----------|
| End of KS2 Attainment for: 2015-2016 | <i>Pupils eligible for PP 9 Pupils</i> | <i>7 Pupils who sat SATS</i> | <i>Pupils not eligible for PP (your school/national Y6) (FSM/E6)</i> | |
| % achieving expected standard or above in reading, writing and maths | 44 | 71 | School | National |
| | | | 33 | 53 |
| % achieving expected standard or above in reading | 56 | 71 | 58 | 66 |
| % achieving expected standard or above in writing | 44 | 57 | 54 | 74 |
| % achieving expected standard or above in maths | 56 | 71 | 58 | 70 |

| End of Y5 Attainment for: 2015-2016 (4 children) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
|--|-------------------------------|-----------------------------------|--|
| % within Age Related expected standard or above in reading | 100% | 100 | |
| % within Age Related expected standard or above in writing | 50 | 62 | |
| % within Age Related expected standard or above in maths | 50 | 80 | |

| End of Y4 Attainment for: 2015-2016 (5 children) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP 23 children</i> | |
|--|-------------------------------|---|--|
| % within Age Related expected standard or above in reading | 80 | 97 | |
| % within Age Related expected standard or above in writing | 40 | 42 | |
| % within Age Related expected standard or above in maths | 80 | 97 | |

| End of Y3 Attainment for: 2015-2016 (2 children) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP 20 children</i> | |
|--|-------------------------------|---|--|
| % within Age Related expected standard or above in reading | 100 | 77 | |
| % within Age Related expected standard or above in writing | 100 | 54 | |
| % within Age Related expected standard or above in maths | 100 | 82 | |

| End of Y2 Attainment for: 2015-2016 (2 children) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
|--|-------------------------------|-----------------------------------|--|
| % within Age Related expected standard or above in reading | 50 | 66 | |
| % Age Related expected standard or above in writing | 0 | 27 | |
| % within Age Related expected standard or above in maths | 50 | 63 | |

| End of Y1 Attainment for: 2015-2016 (1 child) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
|--|-------------------------------|-----------------------------------|--|
| % within Age Related expected standard or above in reading | 100 | 85 | |
| % within Age Related expected standard or above in writing | 100 | 85 | |
| % within Age Related expected standard or above in maths | 100 | 81 | |

| End of EYFS Attainment for: 2015-2016 (1 child) | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | |
|--|--|-------------------------------|--|--|
| % achieving a good level of development | | 0 | 32 | |
| % within Age Related expected standard or above in reading | | 0 | 78 | |
| % within Age Related expected standard or above in writing | | 0 | 48 | |
| % within Age Related expected standard or above in maths | | 0 | 63 | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | | | |
| A. | PP with multi additional needs and closing the gap | | | |
| B. | Social and emotional resilience | | | |
| C. | Engagement and motivation of PP children | | | |
| D. | Multi agency working continued development of joined up working | | | |
| 4. Desired outcomes | | | | |
| | <i>Desired outcomes and how they will be measured</i> | | <i>Success criteria</i> | |
| A. | Children make expected or better progress in reading, writing and maths from their starting point | | In year 2-6 the children in receipt of PPG funding will make progress from their starting point Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimized at the end of the EYFS, KS1 and KS2. | |
| B. | PP children's writing improves in line with non-pp children at the end of KS 1 and 2 | | The gap between those children in receipt of PPG funding and those who are not will be minimized. Attainment at the end of KS 1 and 2 for children in receipt of PPG funding will be at least in line with the national average for those who are able to work within the expected band. | |
| C. | The attainment in Maths and Writing within Foundation and KS1 of children in receipt of PPG funding will rise, in line with the attainment of all children | | The gap between those children in receipt of PPG funding and those who are not will be minimized. Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least be in line with their individual profiles | |
| D. | Children will become more resilient, secure and confident | | Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with in receipt of ELSA they will have increased social and emotional well-being impacting on raised attainment. | |

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| E. | Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress | Children will show increased levels of engagement and motivation for their schoolwork First quality teaching and an engaging curriculum to inspire and motivate |
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5. Planned expenditure

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| Academic year | 2016/17 |
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

F i r s t Quality of teaching for all £16,000

| 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? |
|---|---|---|--|--|---|
| Foundation and Key Stage 1 Children to make expected or better progress in Reading, Writing and Maths | Review by Early Excellence Early Excellence Training sessions SLT support plans | The development of resilience self-motivation as indicated by the EEF research shows that progress is maximized where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximized, based on accurate assessment and feedback. | SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress of all children and groups. | EYFS Teacher Key Stage 1 Staff SLT | Weekly First half term Early Excellence Termly Part of Termly reviews |

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| <p>PP children's Writing and Maths improves in line with non-pp children at the end of KS2</p> | <p>Targeted support and strategies within first quality teaching Booster and intervention sessions as needed</p> | <p>To aid the meta cognition the EEF research this approaches has consistently high levels of impact on learning. Books Assessment Progress Reviews Pupil understanding next steps "Pupil "speak" targets Writing and Maths</p> | <p>Records of pupil conferencing will be kept and used to inform future planning for the teacher Literacy and Maths subject leader to monitor the attainment of all children and groups at termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing.</p> | <p>English & Maths Subject Leader SLT</p> | <p>January 2017 and then termly</p> |
| <p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p> | <p>Engaging curriculum with wow days to motivate learning</p> | <p>Books Class Open afternoons</p> | <p>Full engagement in class life</p> | <p>All STAFF SLT Governors as links to classes</p> | <p>Termly</p> |

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| <p>Raised application in Reading Writing and Maths</p> | <p>Through strategies outlined in the SDP The use of the marking and feedback policy development of meta cognition and self- resilience. Pupils Learn to Learn aid transition into each new stage of education</p> | <p>To ensure all pupils make as much progress as possible from their individual starting points.</p> | <p>Whole school monitoring system <i>End of Key Stage Data</i> Phonics Screening Check Outcomes Early Years Foundation Stage Data Ongoing tracking and Teacher Assessments Formal Assessment Periods Intervention Reviews and progress analysis Outcomes of observations,work scrutiny's ,learning walks and pupil conferencing</p> | <p>All staff Subject Leaders SLT</p> | <p>Teachers as part of ongoing assessment End of each assessment period</p> |
| <p>Classroom deployment of staff</p> | <p>Ensure deployment of staff is planned across all groups Scoop up sessions for Maths to ensure learning objectives from morning lesson have been understood</p> | <p>To ensure pupils have a firm grasp of learning principles to enable them to build on their learning</p> | <p>Daily in Books Progress Meetings Phonics Screening Check Outcomes Early Years Foundation Stage Data Ongoing tracking and Teacher Assessments Formal Assessment Periods Intervention Reviews and progress analysis Outcomes of observations,work scrutiny's ,learning walks and pupil conferencing</p> | <p>All Staff Subject Leader Maths SLT</p> | <p>Progress Reviews</p> |

Targeted support Learning and Attainment Social and emotional resilience. Gap between PP and non-PP children reflects individual progress Cost £10,000

| 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? |
|--|---|--|--|---|---|
| <p>Children to make expected or better progress in Reading, Writing and Maths across the school, PP children's writing and maths improves in line with non-pp children at the end of KS2</p> | <p>Targeted groups in KS 1 & 2 pupils will have intervention aimed to close the gap and maximize their progress. Linked to Provision Map</p> | <p>Interventions to enable more personalized learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximize progress.</p> | <p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions linked to class room delivery.</p> | <p>Speech & Language Service EP / Outreach Advisors SENCO/ Class teacher /SLT</p> | <p>Termly</p> |
| <p>Children will become more resilient, secure and confident</p> | <p>ELSA sessions to develop children's social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</p> | <p>The EEF research indicates that this approach has a positive impact when delivered in both a holistic whole school approach along with individualized programs. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. (Linking to meta cognition) For those children with ELSA support plans they will have accelerated progress and have increased social and emotional well-being.</p> | <p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored. The impact will be reported to the SENCO and part of the SLT termly pupil reviews or before if need be.</p> | <p>ELSA support SENCO /SLT</p> | <p>At least termly</p> |

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| Children will become more resilient, secure and confident | Small group invitation club to raise self-esteem, motivation and self-regulation through a games approach. and | Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. | Through observations ,logs and data analysis | CB SLT | Termly Review |
| Children will become more resilient, secure and confident | School visits A percentage of the cost of the residential trips is subsidized. Help with the cost day trips. | There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. | Children are able to participate in school visits. Through work outcomes the pupils report positive experiences and impact on their learning. | All staff | January 2017 and then termly |
| Children will become more resilient, secure and confident | Individual Counselling/ Therapies Dependent on the needs of the child, individual therapies may be deemed appropriate. | Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. | Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the Impact of the intervention if they wish. | SLT | At the end of each block for individuals and part of termly review |

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| Children will become more resilient, secure and confident | Working directly with a range of agencies to ensure families have access to support in varying forms | Outcomes in relation to specific plans on an individual basis | Through planning meetings as set into required schedules depending on level of need | SLT | Statutory schedules |
|---|--|---|---|-----|---------------------|

Whole School Approach Cost £ £16,000

| 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? |
|--|---|---|---|--|---|
| To continue with staff development and understanding of assessment and depths of learning To strengthen skills of staff in deepening the knowledge and understanding of pupils leading to raised attainment | Integrated tracking, assessment system which pinpoints direct objectives and next steps in learning. Transference of these into individual targets Pupil ownership and transference of skills across their learning | The EEF research indicates that feedback to pupils has a very high effect on learning outcomes. This will link to the necessity for first quality teaching to benefit the all but especially the most vulnerable. Staff development to ensure the best outcomes in terms of learning and attainment for pupils by developing their skills More focused and targeted approach to assessment Ongoing direct actions can be taken as staff intrinsically become aware of next steps and depths of learning become automatic | Books scrutiny Pupil Interviews Learning Walks Tracking system Progress Review Meetings Subject Leaders monitoring | All Monitor Subject Leads and SLT | In relation to monitoring schedule |

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|--|---|---|--|---------------------|---|
| <p>To enable pupils who have a particular aptitude to access to new experiences Children to make expected or better progress in Reading, and Writing across the school Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p> | <p>.To be included in enrichment programs within Pyramid and locality To be included within any sporting or cultural activities</p> | <p>Pupils attaining at greater depth. Also to provide opportunities which might not be normally available to them</p> | <p>Evidence of who takes part and Feedback from pupils</p> | <p>All teachers</p> | <p>Termly</p> |
| <p>Children to make expected or better progress in Reading, and Writing across the school</p> | <p>Continue development of Blue for Better and pupil ownership of learning so that it has the maximum impact on pupil progress and attainment. Targeted use of Pupil Conferencing</p> | <p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> | <p>The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p> | <p>SLT</p> | <p>Termly or before if Book scrutiny raise concerns</p> |

6. Additional detail

The additional cost for meals for Key Stage 2 pupils is £6,383

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.