

**PUPIL PREMIUM STRATEGY STATEMENT 2018/2019**

**ST MARY'S CATHOLIC PRIMARY - BLACKBROOK**

1. Summary information					
School	ST MARY'S CATHOLIC PRIMARY SCHOOL BLACKBROOK				
Academic Year	2018/19	Total PP budget (includes £2034 EYPP)	£159,040	Date of most recent PP Review	September 2018
Total number of pupils	414	Number of pupils eligible for PP	114 = 28%	Date for next internal review of this strategy (Every 6 Weeks)	Oct 2018 Nov 2018
2. Current attainment – END OF ACADEMIC YEAR 2016					
<u>END OF KEY STAGE 1 DATA</u>			<i>Pupils eligible for PP (in school)</i>	<i>Other pupils (in school)</i>	<i>Interim National Others TBC</i>
% achieving in reading, writing and maths			30%	57%	TBC%
% making progress in reading			78% no gap	72%	77%
% making progress in writing			57%	66%	72%
% making progress in maths			64% gap narrowed by 15% from 2017	70%	78%
<u>END OF KEY STAGE 2 DATA</u>			<i>Pupils eligible for PP (in school)</i>	<i>Other pupils (in school)</i>	<i>National Others</i>
% achieving in reading, writing and maths			37%	67%	67%
% achieving expected standard in reading			65% gap narrowed by 10% from 2017	81%	79%
% achieving expected standard in writing			53%	74%	81%
% achieving expected standard in maths			71% gap narrowed by 11% 2017	74%	80%
<u>END OF RECEPTION – GLD DATA</u>			<i>Pupils eligible for PP (your school) =11</i>	<i>Other pupils (in school)</i>	
% achieving GLD			8%	76%	
<u>END OF Y1 PHONICS DATA</u>			<i>Pupils eligible for PP (your school) =13</i>	<i>Other pupils in school</i>	
% achieving phonics pass threshold			77% no gap	76%	

**Focus points for this academic year:**

- To raise the proportion of PP pupils attaining the GLD at the end of **EYFS**.
- To raise the attainment of disadvantaged pupils in KS1 in reading, writing and maths.
- To raise the attainment of disadvantaged pupils in KS2 in reading writing and maths
- To improve the progress of middle prior attainment group (all groups) to reach expected standard in reading, writing and maths at KS2.

3. Barriers to future attainment for our disadvantaged pupils		
In-school barriers for disadvantaged pupils		
A.	Poor language skills on entry to EYFS. In 2017 only 23% of pupil premium pupils were 'school ready' on entry.	
B.	Deprivation levels: Lack of confidence, low mood, fatigue and anxiety of young carers.	
C.	Academic progress: The progress of PP pupils is lower than other pupils in school. This prevents PP pupils from attaining expected progress at the end of KS2.	
D.	Parental engagement in additional support provided before and after school.	
E.	Lack of home support with reading and homework.	
External barriers for disadvantaged pupils		
F.	Attendance and punctuality - Poor levels of attendance and punctuality for pupils eligible for PP prevents these pupils from reaching their full potential due to missed curriculum and intervention opportunities.	
G.	Compromised Parenting – requiring support from school and social care. Low aspiration.	
4. Desired outcomes for disadvantaged pupils		
	Desired outcomes	Success criteria /and how evidenced
A.	That disadvantaged pupils have the communication skills typical of pupils nationally	Talk Boost accelerates progress to Age Related Expectation ACTION EXAMPLES (Targeted children access the school's speech and language programme, talk boost, developmental movement play, positive interaction group and 1:1 phonics)
B.	That disadvantaged pupils' experience of deprivation is reduced.	Pupils have compensatory support to build self esteem Pupils more engaged in learning and stay on green ACTION EXAMPLES (Pastoral interventions such as drawing and talking, happy to be me, sunshine circles. Referrals to outside agencies to help alleviate impact of deprivation eg young carers, tier 2 counselling, Priority Families )

<b>C.</b>	That disadvantaged pupils make at least good progress from their different starting points and diminish the differences with national non- disadvantaged.	Disadvantaged pupils' progress increases rapidly in all subjects, across the school. Evidenced in school tracking, books and observations. <b>ACTION EXAMPLES</b> (Performance data analysed; disadvantaged pupils clearly identified; regular assessment for pupils' needs identified and intervention put in place; Quality First Teaching extended across school; purchase of quality resources to support teaching; quality CPD for teaching and support staff)
<b>D.</b>	That parents/ carers of disadvantaged pupils feel more confident engaging with school.	Transparent evidence through monitoring that disadvantaged families are supporting their children with: home reading; home projects; homework and engaging greater involvement with broader school life. That they see themselves as partners with school for the benefit of their children. <b>ACTION EXAMPLES:</b> Stay & Play for parents/carers in EYFS; Listening Conversations, curriculum workshops; adult education projects; homework club This will be measured via attendance on courses and workshops .
<b>E.</b>	That parents/carers of disadvantaged pupils feel more confident in supporting home reading and homework and recognise the importance of working together.	
<b>F.</b>	That disadvantaged pupils will have high levels of attendance with 100% punctuality.	Monitoring of attendance and punctuality of disadvantaged pupils to show rapid improvement <b>ACTION EXAMPLES:</b> Attendance data analysed by pupil group and disadvantaged pupils targeted with challenge and support; nurture club (Jan 2017) for disadvantaged pupils with poor punctuality; use expertise of EWO; of late minutes being made up at lunchtime; praise and rewards for good attendance. Target for attendance will be at least that of whole school i.e. 96%
<b>G.</b>	That disadvantaged pupils experiencing a challenging and at times traumatic home life, will develop receive the additional support required via school and outside agencies.	Pastoral monitoring of disadvantaged pupils identified as experiencing a challenging home life will indicate a reduced impact on their progress in school. <b>ACTION EXAMPLES:</b> Parents supported with Triple P, Home Start, Addiction Support and Priority Families. 'Growth Mindset' philosophy to be embedded across the school. Stuck strategies developed in all year groups

### 3. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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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.

#### i. Quality of teaching for all

<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>	<b>When will you review implementation?</b>
All PP children reach expected standard in EYFS , Y1 Phonics screen and KS1 SATS	Phonics Masterclasses for all reading teachers	+4 impact from EEF for Phonics Teaching Regular quality assured assessments inform flexible groupings and accelerate progress	HT meeting with reading lead every 6 weeks Pupil Progress Meetings	LA	Every 6 weeks
All staff confident to moderate samples of writing and identify pupils are risk of not achieving ARE	Network moderation of writing in all year groups	+5 impact from EEF for collaborative learning Writing progress below national last year. Interim Framework required further CPD	Phase moderation Network Moderation Lesson Observations Book Scrutinies Pupil Progress Meetings	CG/LA	Every 6 Weeks
All PP children reach expected outcome in Grammar Punctuation and Spelling	Spelling groups from years 2-6	+5 impact from EEF for collaborative learning Analysis of spelling test for KS2 in 2016	HT drop ins Termly assessments Pupil Progress Meetings	CG	Half Termly Assessments
All PP children reach expected outcome in Grammar Punctuation and Spelling	Language and Literacy Programme teach grammar elements in depth	+8 impact from EEF for feedback QLA of grammar papers highlighted the need for discrete focused teaching of grammar. Grammar results for 2017 in line Nationally	Language & Lit Development Days Lesson Observations Book Scrutinies Pupil Progress Meetings	CG	Every 6 Weeks
All PP children reach expected level in EYFS and KS1	Maths Mastery in KS1 Introduce into year 2 for the first time	+5 impact from EEF for mastery learning Arc Schools research in disadvantaged schools in London. Teaching the foundations of mathematical concepts in greater depth.	Maths Mastery Lead Teacher Obs HT Drop Ins Pupil Progress Meetings	KH	Every 6 weeks
All PP children in Key stage 2 make expected progress in each year group to attain ARE	Pre – teaching Maths groups following pre-learning tasks in KS2	+4 impact from EEF for small group tuition QLA of 2017 papers indicated that high marks were achieved on Paper 1 Reasoning and Problem solving remains a focus. 4 Pupils missed by 1 – 3 marks.	HT drop ins Lesson Observations Pupil Progress Meetings	BT	Every 6 weeks
<b>Total budgeted cost</b>					£80,290.00

ii. Targeted support					
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?
Year 6 Pupil Premium Pupils reach expected standard in reading, writing and Maths	Dedicated Year 6 SEN study support in maths	+4 impact from EEF for small group tuition 6/17 PP pupils had SEND 2/6 achieved combined RWM =33% 4/6 achieved Reading and SPAG = 66% 5/6 achieved Maths =83%	HT drop ins Lesson Observations Pupil Progress Meetings Book Scrutinies	CM	Every 6 weeks
Increase in proportion of PP children at ARE	Precision Teaching of Pre Teaching Maths Sessions	+4 impact from EEF for small group tuition In school analysis revealed tuition more effective just before core lesson	HT drop ins Pupil Progress Meetings Book Scrutinies	All teaching staff	Every 6 weeks
Children entering school below national expectation catch up within their Rec year	1:1 Phonics Teaching	+5 impact from EEF for 1:1 tuition 75% of current EYFS PP children are below expected standard and will require more than just quality first teaching	Reading Lead Drop Ins Masterclasses Reading Progress Meetings	LA	Every 6 weeks
All y6 PP children reach national standard	1:1 Maths Teaching for at risk y6 pupils	+5 impact from EEF for 1:1 tuition At risk pupils will require targeted support	UKS2 Lead Reviews Pupil Progress Meetings	CG	After 6 sessions
All y6 PP children reach national standard	1:1 Writing Support of 'at risk pupils'	+5 impact from EEF for 1:1 tuition At risk pupils will require targeted support	UKS2 Lead Reviews Pupil Progress Meetings	CG	After 6 sessions
Pupils at risk of not reaching ARE in y5 and y6 make accelerated progress	Intervention Programmes for at risk pupils including Freshstart, Success Maker	+5 impact from EEF for reading comprehension strategies +4 impact from EEF for digital technology	6 weekly assessments Data Review of Program	CM	Every 6 weeks
Pupils whose behaviour has been a cause for concern receive timely intervention	Minerva Centre Support	+2 impact impact from EEF for individualised instruction  Zero tolerance of persistent disruptive behaviour	Back to School Reports & Interview Analysis of frequency of re-referrals	JA	Every 6 weeks when appropriate
Pupils with social and emotional barriers for learning develop resilience	Learning Mentor support with group and 1:1 Pastoral programmes	+1/+3 impact from EEF for mentoring and parental programmes Appropriate signposting to tier 2 mental health support	Pastoral Meetings Pupil Progress Meetings	BK	Weekly
Pupils make accelerated progress	Speech and Language Assessments	+5 impact from EEF for oral language interventions. Catch up programme	SEN Planning Meetings SENCO drop ins	CM	Termly
Pupils receive a clear learning profile	Education Psychologist assessments	+2 impact from EEF for individualised instruction. Diagnostic and targeted support	SEN Planning Meetings Pupil Progress Meetings	CM	Termly
<b>Total budgeted cost</b>					£68,640.00

<b>iii. Other approaches</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>	<b>When will you review implementation?</b>
Tracking PP progress regularly leading to impact analysis	Data Package which created specific reports for pupil premium	+4 impact from EEF for digital technology Ofsted 2014 impact for PP regular tracking of groups	Pupil progress meetings New reports will be commissioned as required	CM	Every 3 weeks
Reduction in numbers of Persistent Absentees	Education Welfare Officer	NFER research into attendance and punctuality scrutiny of groups	Monitor impact via EWO meetings	BK/AR	Every 6 weeks
Reduction in number of red and amber incidents	Counselling support	+8 impact from EEF for self-regulation	Monitor impact via pastoral meetings	BK	Once Programme is complete
Positive interactions and increased self esteem	Structured Lunchtime Support	+8 impact from EEF for self-regulation	Monitor impact via pastoral meetings	BK	Every 6 weeks
Staff aware of common behaviours and strategies to support pupils with	Attachment Awareness CPD	+8 impact from EEF for self-regulation	Monitor impact via pastoral meetings	CM	Every 6 weeks
Increased self-esteem for vulnerable pupils	Military Mentor	+1 impact from EEF for mentoring	Monitor impact via pastoral meetings	JA	Weekly
Calm structured start to the day with homework support	Nurture Breakfast Club	+2 impact from EEF for homework support	Monitor impact via pupil progress meetings	BK	4X yearly
Equality of access for all pupils	Funding for access to extra-curricular activities	+2 impact from EEF for sports activities +2 impact from EEF for arts participation	Monitor impact via pastoral meetings	JA	Termly
Equality of access for all pupils	School Equipment Subsidy	+2 impact from EEF for homework support	Monitor impact via pastoral meetings	JA	Termly
Increased self-esteem for vulnerable pupils	Subsidy for Year 6 residential trip	+3 impact from EEF for outdoor adventure	Monitor impact via pastoral meetings	JA	Annually
<b>Total budgeted cost</b>					<b>£22,200.00</b>

4. Review of expenditure																								
Previous Academic Year		2016/17																						
i. Quality of teaching for all																								
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																				
All PP children would achieve at least expected standard in Reading, Writing, Maths and Grammar Punctuation and Spelling	Guided Reading Guided Writing Depth and Reasoning in Maths Language and Literacy Spelling Groups	<p>Narrowed gap at KS2 65% of PP chn achieved national standard in Reading 53% of PP chn achieved national standard in Writing 50% of PP chn achieved national standard in SPAG 71% of PP chn achieved national standard in Maths Gap between PP and Other pupils narrowed in KS2</p> <table border="1"> <thead> <tr> <th></th> <th>Gap 2016</th> <th>Gap 2017</th> <th>Gap 2018</th> <th>Narrowed further by</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>26%</td> <td>16%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>16%</td> <td>21%</td> <td>Inc 5%</td> </tr> <tr> <td>Maths</td> <td>28%</td> <td>14%</td> <td>3%</td> <td>11%</td> </tr> </tbody> </table>		Gap 2016	Gap 2017	Gap 2018	Narrowed further by	Reading	41%	26%	16%	10%	Writing	20%	16%	21%	Inc 5%	Maths	28%	14%	3%	11%	<p>Maths needs to remain a focus for targeted support</p> <p>Greater test practice exposure for all tests More regular monitoring of vulnerable groups Tweak delivery of pre teach maths to be carried out on same day prior to lesson</p> <p>Depth and Reasoning will take time to embed</p>	<p>Additional Staffing £80,290</p> <p>CPD £37,000</p>
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All PP at risk of not achieving national standard would make accelerated progress and achieve national standard	1:1 and small group tuition	<p>Worth continuing with 1:1 and small group tuition</p> <p>1:1 tuition had 59% success rate in writing 1:1 tuition had 25% success rate in maths</p>	<p>Greater focus on using and applying 1:1 support for maths &amp; earlier booster sessions</p>	£28,500																				
iii. Other approaches																								
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																				
Children begin school day settled and ready for work	Nurture Club Extended services	<p>Improved punctuality and attendance Reduction in anxious starts to the day Equality of access to school life</p>	<p>Greater emphasis on academic support rather than just nurture support</p>	£23,500.00																				
Improved and more regular analysis of PP data and outcomes	Developing PP Tracking Reports	Regular review of vulnerable pupils progress	Continue to develop PP specific reports																					

**iv. Additional Information**

**BREAKDOWN OF EXPENDITURE TO IMPROVE OUTCOMES FOR DISADVANTAGED PUPILS 2018-19**

**£159,040.00 Allocated**

<b>Strategy</b>	<b>Cost (Rounded)</b>	<b>Anticipated outcomes</b>
<u>Additional staffing</u> Dedicated Year 6 Study Support DH Learning Mentor Education Welfare Officer Minerva Centre SLA Therapeutic Support, E.g. Counselling Pre teaching support Year 1 and Foundation Stage TA Support for Vulnerable Pupils at Lunchtime Foundation Stage Lunch club for vulnerable pupils	£35,000 £23,500 £3,900 £2,000 £3,000 £7,800 £5,000 £3,250	Vulnerable pupils achieve age related expectation Targeted pupils receive Social and Emotional support Improve attendance of Persistent Absentees Pupils at risk of exclusion remain in education Speech and Language skills reach age related level Vulnerable pupils pass reading screen Pupils achieve age related outcomes
<u>CPD for staff to raise standards</u> Language and Literacy Development Days Read Write Inc Development Days Maths Mastery Training Year 4 Maths Reasoning CPD Read, Write Inc Training for new staff Language and Literacy Training for new staff FFT Aspire Training	£1,200 £2,200 £3,600 £2,400 £1,000 £500 £500	Accurate School Self Evaluation, Challenge and Support Accelerated progress of year 4 pupils 80% reach ARE Increase in % of pupils reaching ARE Increase in % of pupils reaching ARE Pupils achieve age related outcomes Pupils achieve age related outcomes Accurate School Self Evaluation, Challenge and Support
<u>Purchase specific materials e.g. Read Write Inc</u>  Numeracy RM and Mathletics Maths Subscription O Track Tracking system Library Service SLA My Book Blog Pobble Writing Resources	£2,540 £1,200 £5,000 £1,200 £1,200	Accelerated progress for pupils below A.R.E. Improved tracking of vulnerable groups Improve enthusiasm for reading and research Increase children reading for pleasure Increase profile of writing
<u>Contribution to area or cluster initiatives</u>  St Helens 1 <sup>st</sup> Network for all year groups Year Group Writing Moderation	£1,000 £1,000	Improvement In moderation and % at ARE in writing Improvement In moderation and % at ARE in writing
<u>Employ staff to support on one to one basis</u> 1:1 Precision Maths Y2 1:1 Phonics 1:1 Writing Support Y6 1:1 Maths Support Y6 Speech and Language Assessments	£8,00 £10,500 £4,000 £4,000 £2,000	Children requiring accelerated progress reach ARE Foundation Stage Pupils below ARE identified early Children requiring accelerated progress reach ARE Children requiring accelerated progress reach ARE Foundation Stage Pupils below ARE identified early
<u>Other (1)</u> Breakfast Club Extended Services Uniform/school Equipment Year 6 FSM pupils have PGL subsidised Wow starters for topics	£3,200 £6,000 £1,000 £2,000 £10,000	Pupils relaxed and ready to learn Increased motivation and attendance of pupils Reduce Persistent Absentee rate Increased motivation and attendance of pupils Increased motivation and attendance of pupils
	<b>TOTAL £159,192</b>	