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## **St Nicholas Catholic Primary School 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					
Academic Year	2018-19	Total PP budget	£47060	Date of most recent PP Review	
Total number of pupils	292	Number of pupils eligible for PP	35	Date for next internal review of this strategy	January 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
11	17	4	3

#### Current Academic Year

(Percentages are for each cohort and the totals across the school) 2018-19

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6 (48)		3(6.25%)	2(4.16%)	0	0
Year 5 (48)		1(2.08%)	5(10.41%)	0	1(2.08%)
Year 4 (38)		3(7.89%)	4(10.52%)	0	2(5.26%)
Year 3 (45)		2(4.44%)	3(6.66%)	1(2.22%)	0
Year 2 (44)		1(2.27%)	2(4.54%)	2(4.5%)	1(2.27%)
Year 1 (24)		3(6.66%)	2(8.33%)	0	0
Reception (45)		4(8.88%)	0	0	0
Total (292)		<b>17(5.82%)</b>	<b>18(6.16%)</b>	<b>3(1%)</b>	<b>4(1.36%)</b>

## 2. Current achievement

End of KS1 & 2 Attainment for: July 2018	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing and maths	<b>60%</b>	<b>60%</b>	<b>70%</b>
% achieving expected standard or above in reading	<b>80%</b>	<b>81%</b>	<b>80%</b>
% achieving expected standard or above in writing	<b>80%</b>	<b>76%</b>	<b>83%</b>
% achieving expected standard or above in SPAG	<b>50%</b>	<b>81%</b>	
% achieving expected standard or above in maths	<b>60%</b>	<b>74%</b>	<b>81%</b>
Progress score in Reading	<b>-2.24</b>	<b>-0.05</b>	<b>-0.31</b>
Progress score in Mathematics	<b>-4.49</b>	<b>-1.46</b>	<b>-1.81</b>
Progress score in Writing	<b>-2.80</b>	<b>-1.11</b>	<b>-1.30</b>
% achieving expected standard or above in reading at KS1	<b>33%</b>	<b>67%</b>	<b>75%</b>
% achieving expected standard or above in writing at KS1	<b>33%</b>	<b>67%</b>	<b>70%</b>
% achieving expected standard or above in maths at KS1	<b>50%</b>	<b>67%</b>	<b>76%</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>	Children's additional learning needs such as: special education needs, low oral language skills, low resilience, low motivation, low confidence and low retention rates
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<b>B.</b>	Children have low aspiration and engagement with learning
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#### **External barriers** (issues which also require action outside school, such as low attendance rates)

<b>C.</b>	Deprivation
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<b>D.</b>	Attendance and Punctuality
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<b>E.</b>	Parental Engagement
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Children's additional learning needs such as: special education needs, low oral language skills, low resilience, low motivation, low confidence and low retention rates</b></p> <ul style="list-style-type: none"> <li>Develop teaching to maximise pupil outcomes in Reading, Writing &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>Teaching across the school is deemed to be good overall</li> <li>Targeted children receive consistently high-quality feedback so they know what they need to do improve and are frequently encouraged to do so</li> <li>Children will be able to talk about their learning and the progress they are making</li> <li>Half termly progress meeting records and children's books will evidence targeted children making accelerated progress</li> <li>All PP children have an Individual Education Plan with specific targets to accelerate progress in Reading, Writing and Maths and SEND targets where appropriate</li> <li>All PP and SEND children meet at least 75% of the targets identified on their Individual Education Plans</li> <li>Increase in number of PP children (without SEND) achieving GD in Summer 2019</li> </ul>
<b>B.</b>	<p><b>Children have low aspiration and engagement with learning</b></p> <ul style="list-style-type: none"> <li>The school's curriculum &amp; provision inspires, motivates and supports children to engage in their learning</li> </ul>	<ul style="list-style-type: none"> <li>A broad, balanced and progressive curriculum is in place across the school</li> <li>The curriculum is enhanced by a range of creative hooks, engaging trips, visitors, clubs, residential visits, inter-school competitions and themed activity days and weeks</li> <li>Children engage well with school and are excited about their learning opportunities</li> <li>The THRIVE programme ensures that children make strong progress in their social, emotional and mental health that enables them to engage with their learning</li> </ul>

<b>C.</b>	<b>Deprivation</b> <ul style="list-style-type: none"> <li>School policy ensures that all children can access learning and are not prevented from doing so by social deprivation factors</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium children attend all the curriculum enhancement opportunities that are offered to them</li> <li>All pupil premium children have a PE kit provided</li> <li>All pupil premium children complete homework tasks by attending the school's homework club where necessary</li> </ul>
<b>D.</b>	<b>Attendance and Punctuality</b> <ul style="list-style-type: none"> <li>Attendance increases for the PP group and the number of late arrivals reduces</li> </ul>	<ul style="list-style-type: none"> <li>Children who are deemed 'at risk' are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child.</li> <li>The PSW will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required</li> </ul>
<b>E.</b>	<b>Parental Engagement</b> <ul style="list-style-type: none"> <li>Parents engage fully with all opportunities to share and celebrate their children's learning and take up opportunities to further their own knowledge in order to support their children</li> </ul>	<ul style="list-style-type: none"> <li>Children who are deemed 'at risk' are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child.</li> </ul>

## 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
Develop teaching to maximise pupil outcomes in Reading, Writing and Maths	Appoint PP Champion (LW) to ensure quality first teaching	Through quality first teaching, all children's needs are met.	Monitoring Coaching notes	LW

	through coaching, modelling and monitoring.			
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£5904</b>
<b>b. 1-1 Intervention - Academic</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>
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	<p>All PP children have an Individual Education Plan (and termly meeting with teacher and parents) with specific targets to accelerate progress in Reading, Writing and Maths</p> <p>Half termly progress meetings focus on individual children's progress and targets (cover costs)</p>	<p>Mentoring the child with parents present will support the parents to engage further in their child's learning and encourage the teacher to think carefully about the specific provision that is needed by the child</p> <p>Teachers keep PP as a focus when considering changes to provision when reviewing progress</p>	<p>PP Champion and SENCO to quality assure plans and monitor their implementation</p> <p>SLT to quality assure progress meeting records and monitor their implementation</p>	<b>LW &amp; KR</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£0</b>
<b>c. 1-1 Intervention - Social</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>
Attendance increases for the PP group and the	50% of EWO SLA to support PP children's attendance	Specifically trained professionals have the expertise to meet with parents and	Half termly meetings to discuss progress	<b>AF</b>

number of late arrivals reduces	Subscription to the Disadvantaged Tracker which is reviewed termly with the EWO	offer support or discuss legal procedures to maximise attendance		
The school's curriculum & provision inspires, motivates and supports children to engage in their learning	50% Pastoral Support Worker to provide family support and a highly accessible point of communication for parents and children  50% THRIVE practitioner to deliver THRIVE programme and support for children & families as required	Targeted children will build their resilience and feel more secure, confident and able to learn.  Sutton Trust: Social and emotional aspects of learning +4 months Parental engagement +3 months	To be mentored and supported by SENCO	<b>KR</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£18584</b>
<b>d. Group Intervention - Academic</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>
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Purchase and use Speech Link and Language Link online screening tools	Sutton Trust Toolkit: Oral Language Intervention +5 months	SENCO to monitor and quality assure	<b>KR</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£450</b>



<b>e. Group Intervention - Social</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>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£0</b>
<b>f. Learning Resources</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>
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Use of IRIS connect £2585 to develop quality first teaching	Sutton Trust: Metacognition & Self-Regulation +7 months Feedback +8 months	Staff questionnaire Review impact on teaching	<b>AF</b>
	Subscription to Accelerated Reader Programme £2321	Learning resources based on accurate assessment and feedback that are carefully matched to the children's needs will ensure that progress is maximised.	English Leader termly review of reading data	<b>LW</b>
	Some RWI Resources, new guided reading books £730	Learning resources based on accurate assessment and feedback that are carefully matched to the children's needs will ensure that progress is maximised.	English Leader termly review of phonics data	<b>LW</b>
The school's curriculum & provision inspires, motivates and supports children to engage in their learning	Subscription to My Maths £325	Sutton Trust Toolkit: Digital Learning + 4 months	Maths Leader termly review of data	<b>KR</b>

	Advanced SLA with Devon Wildlife Trust to complement work with OPAL. This will develop the outdoor learning space to support engagement, mental health and hooks for children. £1000	EEF Toolkit: Social and Emotional learning +4 months		<b>LS</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£6961</b>
<b>g. Staff Training</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>
Develop teaching to maximise pupil outcomes in Reading, Writing & Maths	Fortnightly sharing session at staff meeting for teachers with a focus on improving the quality of feedback to children	Sutton Trust: Metacognition & Self-Regulation +7 months Feedback +8 months	Regular review  Monitoring work in children's books	<b>LW &amp; KR</b>
	Attendance on Primary Writing Project (£7212) Project Team Release (£2250)	Sutton Trust: Reading Comprehension Strategies +6 months	Monitoring planning, teaching and work in children's books	<b>LW</b>
	RWI Training (£250)	Sutton Trust: Phonics +4 months	Monitoring Phonics sessions and children's application of their phonic knowledge back in class	<b>EM</b>
	Release for staff coaching (£1254)		coaching notes	<b>LW</b>

The school's curriculum & provision inspires, motivates and supports children to engage in their learning	Train new THRIVE practitioner (£1645)	Sutton Trust: Social and emotional aspects of learning +4 months	SENCO to mentor & support	<b>KR</b>
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#### Outcomes of Mid-Year Review:

<b>Total Planned Expenditure:</b>				<b>£12611</b>
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#### 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>
All FSM children attend all school trips and visits	Provide 75% discount for all trips, including residential and extra-curricular activities eg, Haven Banks	Experience shows that children more likely to attend if costs are reduced for families	PP Champion to monitor attendance on trips.	LW
Parents and carers of PP children attend at least two progress or target setting meetings for their child in the year	Parents Evening in Autumn and Spring term	Sutton Trust: Parental engagement +3 months	PP Champion to monitor attendance on trips.	LW
All PP children are motivated to read through the Accelerated Reader scheme	Renewal subscription for AR £	Sutton Trust Toolkit: Digital Learning + 4 months Reading Comprehension Strategies +6 months	PP Champion to monitor PP children's use of AR.	LW

#### Outcomes of Mid-Year Review:

<b>Total Planned Expenditure:</b>				<b>£1510</b>
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#### 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
School policy ensures that all children can access learning and are not prevented from doing so by social deprivation factors	Provide financial support for extracurricular activities, school uniforms, etc.  Provide breakfast for children as required	To remove the barriers to learning that are linked to deprivation for PP children	Through discussion with staff, parents and children	LW
Parents engage fully with all opportunities to share and celebrate their children's learning and take up opportunities to further their own knowledge in order to support their children	Parent Workshops  Pastoral support to provide highly accessible point of communication	Sutton Trust: Parental Engagement +3 months	Parent questionnaires & feedback	LW
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£500</b>
<b>j. Other, not captured by any of the above</b>				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All PP children receive nutritious snack during the school day and breakfast on request	Daily carton of milk £540	Recommended by NHS	Monitor progress of children	LW
<b>Outcomes of Mid-Year Review:</b>				

	<b>Total Planned Expenditure: £540</b>
<b>6. Additional detail</b>	
<p>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.</p>	