**(St Nicholas Catholic Primary School) 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.

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £49140 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 292 (excl. N) | **Number of pupils eligible for PP** | **30** | **Date for next internal review of this strategy** | January 2018 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 20 | 5 | 5 | 4 |

**Current Academic Year**

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

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 45 | 2 | 2 | 2 |  |
| Year 5 | 47 | 3 |  |  | 1 |
| Year 4 | 48 | 1 | 2 |  | 2 |
| Year 3 | 40 | 5 |  |  | 1 |
| Year 2 | 45 | 4 | 1 | 1 |  |
| Year 1 | 44 | 2 |  | 1 | 1 |
| Reception | 23 | 3 |  |  |  |
| Total | **292** | **20** | **5** | **4** | **5** |

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| 1. **Current achievement** | | | |
| **End of KS1 & 2 Attainment for: 2016-2017** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing and maths | **14%** | **51%** |  |
| % achieving expected standard or above in reading | **29%** | **84%** |  |
| % achieving expected standard or above in writing | **14%** | **81%** |  |
| % achieving expected standard or above in maths | **14%** | **65%** |  |
| Progress score in Reading |  | **-0.9 (all children)** |  |
| Progress score in Mathematics |  | **-3.2% (all children** |  |
| Progress score in Writing |  | **-0.1% (all children)** |  |
| % achieving expected standard or above in reading at KS1 | **67%** | **82%** |  |
| % achieving expected standard or above in writing at KS1 | **50%** | **76%** |  |
| % achieving expected standard or above in maths at KS1 | **50%** | **85%** |  |

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| 1. **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)* | |
|  | Poor fluency in numbers due to poor retention  Poor oral language skills |
|  | Special Educational Needs requiring a range of additional provision and intervention |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Poor parental engagement with home learning tasks |
|  | Poor attendance (Lower than school average for this group) |

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| 1. **Desired outcomes** | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | *Success criteria* | | | |
|  | To raise the attainment of PP children in Maths   |  |  |  | | --- | --- | --- | | 2016-17 | PP children achieving Expected | PP – NO SEN | | EYFS |  |  | | Y1: | 60% 3/5 | 100% 3/3 | | Y2 | 50% 3/6 | 67% 2/3 | | Y3 | 50% 2/4 | 100% 2/2 | | Y4 | 0% 0/4 | 0% 0 | | Y5 | 75% 3/4 | 100% 3/3 | | Y6 | 14% 1/7 | 100% 1/1 |   To ensure that all children’s speech and language skills develop alongside their ability and are not a barrier to writing  To raise the attainment of PP children in writing | | | 100% of PP children without SEN to achieve ARE in Maths in Key Stage 2.  Increase the number of PP children achieving ARE in Maths across the school by 10%.  All PP children (without SEN) pass the Infant and Junior Language Link screening.  All PP children make above expected progress in writing and there is an increase in the number of PP children achieving both ARE & GD in writing across the school. | | | |
| **B.** | To ensure that PP children make good progress in their Social, Emotional & Mental Health skills | | | THRIVE online assessment tool demonstrates progress in all individual PP children cases.  Behaviour for Learning tracking demonstrates children making progress in this area.  The progress of Service children without SEN is in line with their peers. | | | |
| **C.** | To raise the level of engagement of parents and carers of PP children and ensure that they attend progress and target setting meetings for their children | | | All PP parents and carers attend at least two progress and target setting meetings in the year. | | | |
| **D.** | To raise the attendance level of this group in line with the whole school | | | Attendance rate for PP group is in line with the whole school. | | | |
| 1. P**lanned expenditure** | | | | | | |
| **Academic year** | | **2017/18** | | | | |
| 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** |
| Children reach Age Related Expectations in Maths | | 1-1 Specialist Teaching Assistant Intervention x 2 (AG & CW) across the school using Precision Teaching Methods to develop Fluency in Number & a social constructivist approach to teaching maths concepts | EP recommended Precision Teaching Methods to provide a little and often approach to support children with poor retention skills  Maths interventions based on social constructivist theory e.g. Success @ Arithmetic to develop secure understanding of Maths Concepts | | Appraisal cycle will monitor quality of interventions. | AH |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£12000** |
| **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** |
| Build positive relationships with children with emotional needs to ensure that they are able to access learning | | Individual Thrive Programme | Rooted in Dan Hughes –  Attachment Theory | | Termly assessments to check progress | DS |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£2074** |
| **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 Service Premium children to receive additional emotional support to enable them to continue to access learning during periods of parental absence | | Pastoral Support Worker to provide emotional support through activities such as sand tray, scrapbooking etc when necessary | Emotional support recommended for children of Services employees by Services Unions | | Monitor progress of relevant children | AH |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£1000** |
| **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** |
| All PP children in KS2 without SEN achieve ARE in Maths by the end of the year | | Twice weekly group intervention by teacher | Recommended by School Improvement Officer (CAST) | | Regular monitoring and review | AF |
| All PP children identified by language screening receive extra support to develop their language and vocabularly skills | | 5x (Nursery, EYFS, KS1 LKS2 and UKS2) 3 x weekly group with Speech and Language specialist teaching assistant |  | | Appraisal system monitoring  Infant and Language Link re-screenings | SENCO |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£ 7074** |
| **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** |
| Children develop resilience for learning | | Small group work focused on developing Social, Emotional & Mental Health Skills to increase resilience and engagement with learning | Based on the THRIVE approach | | To be reviewed as part of the School Appraisal cycle | DS |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£2766** |
| **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** |
| The school is able to assess children’s speech and language skills and provide intervention to address any gaps in their speech or language development | | Purchase and use SpeechLink and Language Link online screening tools. |  | | Monitor via School appraisal system | DK |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£500** |
| **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** |
| To increase the level of engagement of PP children in their writing | | Primary Writing Project to be developed across the school – coaching by Subject Leader |  | | Regular evaluation by staff and Subject Leader | LW |
| Additional staff member (AD)trained to deliver THRIVE approach in school | | 10 day practitioner training | Rooted in Attachment Theory and latest developments in Neuroscience | | Assessment at end of training  Appraisal cycle | DS |
| To provide a quality assured writing intervention for PP children | | First Class @ Writing Pirate Crew Training 3 full days training for 2 teaching assistants + Resources | Evidence of impact provided by Edgehill University | | Evaluation by SENCO | AH |
| To raise the attainment and expectations of PP children in Maths | | Ongoing training for staff to ensure high expectation of Mastery (£960) Maths Project: Jurassic Hub  Specialist Leader of Education 50% of 1000 (£500)   * Coaching by subject leader |  | | Evaluation by Maths Subject Leader | KR |
| To raise the aspiration for PP children | | One day Inset for staff £600 |  | | Evaluation by SLT | AF |
| To identify the barriers for PP children with SEN | | Two day SEN support from SEN Advisor (£1200) |  | | Evaluation by SENCO + SLT | SENCO |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£ 8926** |
| **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** |
| All FSM children attend all school trips and visits | | Provide 75% discount for all trips, including residential and extra-curricular activities e.g. Haven Banks | Experience shows that children more likely to attend if costs are reduced for families. | | AHT to monitor attendance on trips. | AH |
| Parents and Carers of PP children attend at least two progress or target setting meetings for their child in the year | | HLTA to cover teachers for Target Setting meetings in last three weeks of each term. |  | | Monitor progress of children | AH |
| All PP children are motivated to read through the Accelerated Reader scheme | | One year renewal subscription for AR | Building on 2016-17 experience | |  |  |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£5300** |
| **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** |
| All parents and carers of PP children are confident to engage with the school regarding the progress and well-being of their child | | Pastoral Support Role to provide highly accessible point of communication |  | | School Appraisal cycle  Monitor progress of children | AH |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£8200** |
| **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** |
| All PP children receive nutritious snack during the school day and breakfast on request | | Daily carton of milk provided | Recommended by NHS | | Monitor progress of children | AH |
| School has a good understanding of the attendance patterns of PP group | | Purchase Disadvantaged Pupil Attendance Tracker from Babcock (£390) | Recommended by EWO | | Monitor attendance of children | AH |
| Assessment of current provision for PP children | | Purchase PP review from Babcock (£600) |  | | SLT to monitor this group | AF |
| **Outcomes of Mid-Year Review:** | | | | | | |
| **Total Planned Expenditure:** | | | | | | **£1300** |

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| 1. **Additional detail** |
| 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. |