



St Nicholas Catholic Primary School Pupil Premium Strategy 2016-17

1. Summary information					
School	St Nicholas Catholic Primary School				
Academic Year	2016/17	Total PP budget	£40920	Date of most recent PP Review	n/a
Total number of pupils	342	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Jan 2017
2. Current attainment – 2016 National Tests, cohort of 41 children - 4 with PP (2 with SEN)					
	Pupils eligible for PP (your school)		Pupils not eligible for PP (School Data)	Pupils not eligible for PP (national average)	
% Achieving at least expected standard in reading, writing and maths	25%		41%	59%	
% Achieving at least expected standard in reading	75%		70%	71%	
% Achieving at least expected standard in writing	50%		53%	53%	
% Achieving at least expected standard in maths	50%		62%	61%	
Scaled progress score in GPS	105		102.8	103.8	
Scaled progress score in reading	101.3		104	103.3	
Scaled progress score in maths	101.8		101.9	103	
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.					
In-school barriers					
A.	Concentration, focus and attitudes to learning				
B.	Confidence with basic number skills				
C.	Completing home learning tasks consistently, especially when these focus on developing reading, and spelling and number skills				
D.	Disengagement in writing				
E.	Service Premium Children experience negative emotions when their parents are away working for long periods				



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External barriers

F.	Home circumstances
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it. <ul style="list-style-type: none"> Positive attitudes evident in Pupil Interviews Pupil records of Learning Behavior Stamps 	80% of children in this group will be able to accurately convey their targets and know what they need to do to achieve them in Reading, Writing and Maths
B.	Children's number skills improve and they become more able to carry out calculations quickly and accurately. <ul style="list-style-type: none"> Star standardised maths scores 	STAR standardised maths scores will improve between the Autumn and Summer assessment points
C.	Parents will be more engaged with their children's home learning tasks. <ul style="list-style-type: none"> Home learning tasks are completed Star standardised reading reading scores Library borrowing records Reading records Spelling Stars and Timetables Champions Trackers 	STAR standardised reading scores will improve between the Autumn and Summer assessment points Evidence of increased library borrowing Evidence of progress through the Spelling Stars and Timetables Champions schemes
D.	Children are more engaged in reading and writing and achieve age related expectations and beyond. <ul style="list-style-type: none"> Writing APP progress analysis documentation 	More children in this group will achieve Age Related Expectations and a higher proportion will achieve above Age Related Expectations.
E.	Service children receive emotional support when their parents are away and their learning is not interrupted. <ul style="list-style-type: none"> Scrapbook club books Intervention records 	All service children are able to describe the cycle of emotion they experience when their parents are deployed for long periods away from home and how this may affect their day to day life and learning at school.



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5. Planned expenditure							
Academic year	2016/17						
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							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Review date	Evidence of Success
A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.	Change to Marking and Assessment policy to ensure feedback is useful, relevant and makes a difference to learning Growth Mindset training for staff	EEF research suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. EEF research suggests that teaching children about Growth mindsets can accelerate progress by two months.	Work scrutiny and pupil interviews to ensure continued use of good quality feedback and that children understand the difference between a fixed and growth mindset.	AF/AH/LS	£350	Jan 2017	Marking and Assessment Policy agreed by Governors and shared with staff. Work scrutinies demonstrate PP children making good progress (PP review 9.12.16 & 26.1.17) Spring Progress meetings have focused on ensuring that teachers have high aspirations for these children. Case Studies for individual children show accelerated learning as a result of Growth Mindset input.
B. Children's number skills improve and they become more able to carry out calculations quickly and accurately.	Monitor actions and progress of target groups as detailed on Wave Action Plans with individual teachers	Regular discussion with SLT will ensure that expectations remain high and that staff are deployed effectively.	Data from STAR Maths assessments will demonstrate improved standardised scores from Autumn to Summer. Timestables champion trackers will evidence progress for this	AF/AH/KR	Leadership time allocated	Feb 2017	% of children reaching increased Epercentage of children met EOY target (FFT 20%) in Maths Year 1 Dartmouth 87%PP n/a Okehampton 100%PP 50% (out of 2 chn) Lydford 87%PP 100% (out of 3 chn) Year 2 Dartmouth 62%PP 33% (out of 3 chn) Okehampton 75%PP 50% (out of 2 chn)

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			group.				<p>Lydford <u>84% PP 100% (out of 1 child)</u></p> <p>Year 3</p> <p>Rougemont <u>n/a</u></p> <p>Kingswear <u>PP 66% (out of 3 chn)</u></p> <p>Totnes <u>n/a</u></p> <p>Year 4</p> <p>Rougemont <u>PP 0% (out of 1 child)</u></p> <p>Kingswear <u>n/a</u></p> <p>Totnes <u>PP 33%(out of 3 chn)</u></p> <p>Year 5</p> <p>Compton <u>PP 100 % (out of 2 chn)</u></p> <p>Plympton <u>n/a</u></p> <p>Berry Pomeroy <u>PP 0% (out of 1 child)</u></p> <p>Year 6</p> <p>-Compton <u>PP 50% (out of 4 chn)</u></p> <p>Plympton <u>PP 50% (out of 2 chn)</u></p> <p>Berry Pomeroy <u>PP 50% (out of 2 chn)</u></p> <p><u>2 children exceeded their target</u></p>
C. Parents will be more engaged with their children's home learning tasks.	Parent/Child teacher consultations half-termly.	Advice from advisers. DFE document (Nov 2015) 'Supporting the attainment of disadvantaged pupils: articulating success and good practice'	Pupil interviews will evidence that children are enjoying reading and completing their homelearning tasks. Children will make progress through Spelling Stars scheme.	AF/AH/HH	£1086 (74 hours)	Feb 2017	<p>All PP children scheduled for meetings March.</p> <p>All PP children have a School Based Plan with specific targets tailored to meet individual need. Families with high need have met with the Inclusion lead to complete target setting-.</p>
D. Children are more engaged in reading and writing and achieve age related expectations and beyond.	Purchase of Accelerated Reader Programme	Recommended by Literacy Adviser. Body of evidence to suggest that Accelerated Reader can have a high impact on progress.	Data from accelerated reader will inform us which children are engaged with accelerated reader and the progress they are	SLT	£3439	Feb 2017	<p><u>100% of children engaged with Accelerated Reader.</u></p> <p><u>Assessment for learning approach was introduced and supported.</u></p> <p><u>Lesson observations and planning</u></p>

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<p>Introduce Assessment for Learning approach across the school using APP analysis grids to ensure all children make progress against objectives and experience a sense of success.</p> <p>Ensure that teachers are trained to deliver opportunities to secure higher depth of learning ratings for children.</p> <p>Reading Intervention</p> <p>Participation in other intervention activity</p>	<p>Assessment for Learning approach will ensure that teachers are adapting their planning to meet the needs of specific children and will maximise opportunities for all children to make progress against APP objectives.</p>	<p>making.</p> <p>Review of Assessment for Learning Planning overviews and trackers</p> <p>Review of APP analysis grids</p> <p>Monitoring teaching</p> <p>Data review</p> <p>Conversations with teachers during half termly Pupil Achievement Meetings.</p>	<p>4 x 30 mins weekly x 14 weeks £1400</p> <p>£8231</p>	<p><u>demonstrates that teachers are planning and delivering opportunities to ensure that children reach Greater Depth where appropriate.</u></p> <p><u>Reading Intervention was delivered.</u></p> <p><u>No of Disadvantaged children reaching ARE at end of KS2 as follows:</u></p> <p><u>2016-17 29% without SEN 100% (7 children)</u> <u>2015-16 77% without SEN 100% (4 children)</u></p>
Total budgeted cost				£ 14506



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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?
<p>A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.</p> <p>B. Children's number skills improve and they become more able to carry out calculations quickly and accurately.</p> <p>C. Parents will be more engaged with their children's reading, number and spelling homework tasks at home.</p> <p>D. Children are more engaged in writing and achieve age related expectations and beyond.</p>	<p>'Barriers to Learning' discussions at staff and team meetings.</p> <p>Thrive programmes & Emotional and Social skill group where necessary.</p> <p>TA x 2 to be trained to run specific Babcock Numeracy Maths interventions.</p> <p>Daily marking and feedback for PP children with extra time with teacher during short, focused sessions in the morning to pre-teach or address misconceptions.</p> <p>Mentors to support PP children as necessary which may include supporting their social and emotional needs. Mentors to support work towards outcomes from DAF 2a action plans where appropriate. Mentors to liaise with home as necessary particularly to provide positive feedback.</p> <p>Children are more motivated, remember to do homelearning and have the correct equipment for school.</p>	<p>Research shows that the Thrive approach is effective in addressing social and emotional issues, and is recommended by Devon Local Authority.</p> <p>EEF research identifies that the development of Emotional and Social skills has an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>A small number of pupils require a specific targeted support programme to catch up and address misconceptions. Success criteria evidenced by Babcock Maths team.</p> <p>Regular positive feedback and communication breaks down barriers to school for parents and will increase their engagement with school.</p> <p>Whilst EEF research shows that mentoring does not have a significant impact on progress generally. In school trials last year evidenced a significant impact for some children as well as increased levels of parental engagement</p>	<p>School infrastructure and TA deployment allows time for mentoring and support to take place.</p> <p>Regular meetings with PP Mentors to ensure that good practice is shared and that all children are benefitting.</p> <p>Monitoring of interventions to ensure that they are based on starting points, and are specific to children's needs.</p> <p>Half term monitoring during team meetings.</p>	AH	<p>Each half term</p> <p>Graduated Response Tool introduced at Inset day.</p> <p>Barriers to learning to be identified using SAF.</p> <p>TA trained in Maths interventions.</p> <p>Two siblings with SEN receive daily mentoring from PSW. Both demonstrate accelerated progress and a mindshift in the attitude to learning and ambition for themselves.</p>



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	Mentors to ensure that all children have a library book. The library will be open at times which are convenient to parents to encourage engagement with reading.				
Total budgeted cost					£ 12184
iii. Other approaches					
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?
A. Children's behaviour for learning is improved. They are determined to do well and know what they need to do to achieve it.	75% discount on fees payable on school / residential trips/school milk Lunchtime play club available	To ensure all children have access to trips and visits that extend the curriculum and have the opportunity to attend residential visits. To ensure that all children have a positive playtime and are ready to learn for the afternoon sessions	Monitor take-up of visits All PP children take part in the residential visit Pupil Progress meetings with teachers	AH/KO AH	Jan 2017 KR Decision for Gobs whether funding should continue for FSM or Ever 6 children
C. Parents will be more engaged with their children's home learning tasks.	Pastoral Support Worker available for home/school liaison and support. (50% of PSW allocated to PP children)	Families report that they feel happier and that they have better communication with the school since this role was set up.	Supervision and appraisal of Pastoral Support Worker	AH	Jan 2017 Need to review how we communicate with parents – are Parentmails being read?
E. Service children receive emotional support when their parents are away and their learning is not interrupted.	Pastoral Support Worker to run Scrapbook club for Service children that are enduring parents working away for long periods.	As recommended by the Directorate Children and Young People to ensure that children are provided with every opportunity to achieve the best possible outcomes and fulfil their potential.	Supervision and appraisal of Pastoral Support Worker	AH	Feb 2017 Evidence of highly successful scrapbook activity with Reception child



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Total budgeted cost	£14230
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6. Review of expenditure				
Previous Academic Year 2015-16		£43332		
i. Quality of Teaching				
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
PP children make good progress in Reading, Writing and Maths	Coaching for Teachers with specific focus on raising attainment for low attaining PP children.	The gap for pupils with PP was reversed against non pp pupils in Reading and Maths and was in line with for Writing.	Progress of PP children needs to be monitored more rigorously using the APP framework.	£3632
Additional provision is made where necessary for PP children.	Provision maps completed for all PP children.	The Provision Maps have been successful in ensuring that teachers make specialist provision where necessary.	Some PP parents do not wish to receive Provision Maps as they do not consider that they are relevant to their child's needs. From this year therefore Provision Maps will only be issued for children that are actually receiving additional provision.	
ii. Targeted support				
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
The needs of individual	PP Mentors support	Interventions very successful across the	Need to ensure that provision for this is built into the TA	£15300



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children are met and they are motivated to do well.	specific needs in reading, writing, maths and emotional needs.	curriculum.	structure to ensure that it happens regularly and consistently.	
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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 supported emotionally	Thrive	All children accessing Thrive made good progress with Thrive assessments.	The impact of THRIVE can be maximised for lower cost through group work. Approach will continue next year.	£22400
PP children and families supported where appropriate	Pastoral Support Worker	Families report that they have better communication with school and feel more supported to support their children.	This role has been instrumental in school – continue next year.	
PP children accessing enrichment experiences	Residential visits and other experiences subsidised	External barriers to learning were reduced significantly - all PP children participated in trips.		

7. Additional detail

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