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**St Mary's Catholic Primary School, Poole**  
**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, 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 school has 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					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b> ( <i>Est</i> )	£37,962	<b>Date of most recent PP Review</b>	October 2015
<b>Total number of pupils</b>	393	<b>Number of pupils eligible for PP</b>	34 9%	<b>Date for next internal review of this strategy</b>	April 2018

Pupil Numbers for previous year – source SIMS or Jan census data or Key to Success

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
10	11	3+1 (LAC)	9

**Current Academic Year** source SIMS or Jan census data or Key to Success

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

<b>Year Group</b>	<b>Total</b> <i>In year group or</i>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	4	2	1	1	
Year 5	10	4	4	1	1
Year 4	7	3	1	3	
Year 3	4	1	3		
Year 2	4	1	1	2	
Year 1	2		1	1	
Reception	3	2			1
<b>Total</b>	<b>34</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>2</b>

Calculated for financial year not academic year

Primary

Previous Year (FSM + E6) x £1320 + Adoption x £1900 + Services x £300 = Total / 12 x 7 = Total 1

Current year (FSM + E6) x £1320 + Adoption x £1900 + Services x £300 = Total / 12 x 5 = Total 2

Predicted budget = Total 1 + total 2

If in current year children leave or arrive before the January Census this will affect Total 2 and adjustments will be made later in the year. (CAST make adjustment in June)

Secondary as for primary but FSM + E6 x £935 (Yr 7 – 11 only)

<b>2. Current achievement</b>			
<b>End of KS2 Attainment for: 2016-2017</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	<b>17%</b>	<b>70%</b>	
% achieving expected standard or above in reading	<b>83%</b>	<b>87%</b>	
% achieving expected standard or above in writing	<b>83%</b>	<b>85%</b>	
% achieving expected standard or above in maths	<b>33%</b>	<b>76%</b>	
Progress score in Reading	<b>0.18</b>	<b>- 0.63</b>	
Progress score in Writing	<b>-3.49</b>	<b>-2.07</b>	
Progress score in Mathematics	<b>-5.25</b>	<b>-1.27</b>	
% achieving expected standard or above in reading at KS1	<b>67%</b>	<b>89%</b>	
% achieving expected standard or above in writing at KS1	<b>33%</b>	<b>84%</b>	
% achieving expected standard or above in maths at KS1	<b>33%</b>	<b>75%</b>	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Consistent strategies with regard to reasoning and solving maths problems
<b>B.</b>	Feelings about school (identified from PASS survey)
<b>C.</b>	Poor test technique including poor attitude to formal testing
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Completion of quality homework
<b>E.</b>	Low attendance rates and poor punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>KS1 and KS2 results for achievement and progress in Maths will increase.</p> <p>Pupil's ability, confidence and resilience to reason and solve problems will increase.</p>	<p>Maths - No Problem Maths will ensure consistency within and between year groups.</p> <p>Staff will have received training on the Maths - No Problem scheme. Collaboration with high achieving local schools who use the same scheme will have provided opportunities for benchmarking of progress for all year groups.</p> <p>Regular PUMA/PIRA testing provides up to date analysis of core skills and facilitate improved test technique, accountability and accurate sharing of information between year groups.</p> <p>Discreet Arithmetic and basic skills lessons are taught.</p> <p>PP pupils books are will always be marked first and the progress/presentation to non PP pupils is compared.</p> <p>Weekly conferencing in place – every PP child in the school will have a timetabled 1:1 slot with their class teacher or a member of the SLT. The time will be spent on targets and individual action plans.</p>
<b>B.</b>	<p>Improvement in pupil's attitude towards school.</p> <p>PASS survey-increase in positive data collected.</p> <p>Attendance improved.</p>	<p>PCW will be conference pupils identified through PASS results as needing additional emotional support. PCW will be tailoring sessions to the individual child's needs. (play sessions, exploratory discussions, ELSA if necessary)</p> <p>Interventions given across reading, writing and maths to build up confidence.</p> <p>Maths interventions KS1 – <b>Numicon</b> (develops conceptual understanding in maths using concrete apparatus, focusing on action, imagery and conversation to improve children's number sense.)</p> <p><b>First class at number 1</b> - structured to develop and deepen children's number sense in relation to numbers up to 20.This is activated through these four topic areas:</p>

		<ul style="list-style-type: none"> <li>• Numbers 1-6</li> <li>• Numbers 5-10</li> <li>• Exploring 10</li> <li>• Numbers 10-20</li> </ul> <p>KS2 – <b>First class at number 2</b> (reinforcing work completed in class and building on FCN1)</p> <p>English interventions</p> <p>KS1 – <b>Words first</b></p> <p>Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words.</p> <p>The scheme takes a carefully structured approach to learning to read and write, by linking word recognition and comprehension skills in a series of graded steps.</p> <p>The aim is to teach the High Frequency Words both individually and within a reading context, so that the children realise from the very beginning that words join together to convey meaning.</p> <p><b>Fischer Family Trust Wave 3 (FFT Wave 3)</b> is an early intervention for children in Year 1 who have difficulties learning to read and write.</p> <p><b>ELS (Early literacy support)</b> With this intervention, children will be secure at Phase 2 of Letters and Sounds but have been identified through Foundation Stage Profile data and ongoing Assessment for Learning as needing the additional support of a small-group setting to address the learning involved in Phases 3 and 4 confidently, and to benefit from additional opportunities to practise and apply the skills they have already been taught.</p> <p>KS2</p> <p><b>Hi Five</b> A programme designed to develop independent reading and writing strategies.</p> <p><b>Letters and Sounds</b> – recapping the phonics scheme from phase 3</p>
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		<p><b>Parent readers Y1-6</b> X3 children monitored weekly. PP children are prioritised.</p> <p><b>Learn to Move</b> aimed at KS1 children to improve their gross and fine motor skills which will impact on their handwriting and presentation skills.</p> <p>ELSA to be given where appropriate.</p> <p>Non-core subjects are reviewed.</p> <p>Sports coaches implemented during Aut2 they ensure all children are receiving quality first teaching in their PE lessons. Teachers work alongside coach supporting individuals.</p>
<b>C.</b>	Pupils supported to improve test technique	<p>All teachers attended inset on test techniques and learning behaviours</p> <p>Learning behaviours will be improved</p> <p>Lots of opportunities of exposure to test type questions</p> <p>Mnemonics being used across the school to support test techniques</p> <p>High expectations for all groups of children across the school.</p> <p>SLT holding teachers to account during test week.</p>

<b>D.</b>	<p>Pupils consistently complete and hand homework in on time and to a high standard.</p> <p>AMA pupils complete challenges that are more demanding and require greater resilience Greater parental involvement.</p> <p>This will be measured by a greater return of homework and the impact on learning through Pira/Puma tests.</p>	<p>Parents involved in HW consultations.</p> <p>Surveys show parents believe homework is appropriate</p> <p>Homework set and due in on the same day across the whole school.</p> <p>Homework books in place.</p> <p>KS2 homework club running regularly during lunchtimes.</p> <p>Extension activity set each week for able children by SLT, via web or email.</p>
<b>E.</b>	<p>To improve attendance and punctuality.</p>	<p>Action Plan reviewed and updated.</p> <p>Outside agencies meet regularly with school to review attendance issues.</p> <p>Outside agencies working providing regular intervention to families.</p> <p>Families taking holidays in term time are receiving fines.</p>

5. Planned expenditure				
Academic year	2017/18			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium to 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 and progress in all subjects, but particularly maths, improve.	Monitoring and assessment programme in place to enable attainment and progress of PP children to be reviewed with actions implemented	Middle Leadership shown to be key driver of whole school performance.  Evidence from PASS survey.	SLT will monitor impact. Governors will hold SLT to account.	SLT.
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3,530
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
Pupils make greater progress.	1:1 support provided in class where appropriate.	Outcomes from PIRA and PUMA tests and marking and feedback support given through quality first teaching, conferencing. This is rigorously monitored following the programme in place.	PP Lead to monitor. SLT/Phase leaders monitor through lesson observation/learning walks.	PP lead.
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£18,030



<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>
Pupils become more confident and independent in class and in unstructured social situations.	PCW to identify needs and provides eg. Play sessions, exploratory discussions, ELSA etc	PASS survey results.	Teachers to refer pupils to PCW based on classroom observation and analysis of PASS results.	PCW.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£3,610</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>
Pupils make greater progress in identified areas of academic weakness.	Booster interventions and provision teaching throughout the day eg Numicon, First class at number 1 and 2, Words first, FFT wave 3, ELS, Hi Five, Letters and sounds, Parent readers, Learn to move, ELSA.	PIRA/PUMA test results.	Trained TAs/teachers to administer intervention programmes/boosters; SENDCO to monitor for impact.  SLT/Phase leaders to be aware of these children as a focus in observations and book scrutinies.	SENDCO.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£4,630</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>
Pupils become more confident in social situations.  Learning behaviours become stronger.	PCW to identify needs and chose appropriate methods of support e.g. behaviour management, ELSA, specific reward schemes.	PASS survey results.  Observations of professional colleagues (external and internal).	Monitoring of PASS results next year.  Discussion with pupils involved.  Observations.	PCW.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£3,610</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>
Pupil's ability, confidence and resilience in reasoning and solving problems increases.	Maths No Problem resources purchased for all year groups. Consistent approach to maths implemented across school.	KS2 Maths results are below Reading and Writing.	Book scrutiny. Lessons observed and graded. Analysis of PUMA tests. Pupil voice during conferencing(1:1 support to identify targets for individuals to work on to improve progress)	Maths Lead.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£2,580</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>
Training for all staff in Maths No Problem methodology.	External trainer from Maths No Problem to lead inset.  Joint moderation/CPD with successful local schools who use the same scheme.	Singapore's place in the PISA leagues for global educational results.	Lesson observations.  Book scrutiny.  Outcomes from PUMA tests.	SLT.
Improve the quality and impact of intelligent actions for PP children.	PP lead presents Teach Meet presentation. for staff and input for PP pupils PP lead attends network meetings	Impact of previous staff training -PASS survey results have significantly improved for PP children	Intelligent actions monitored and lesson observations made	PP Lead
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£5,400</b>
<b>h. Enrichment/Raising Aspirations</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>
Pupils become more engaged and resilient in their learning.	New activities investigated by PP Lead and a programme created and agreed by SLT	PASS survey. Observations of staff. Pupil voice.	PP lead/teachers to report the impact of each activity to SLT.	PP Lead.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£500</b>

<b>i. Home Support (e.g. Breakfast Club, PCW, Administration of attendance concerns etc.)</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 to improve  Pupils have a positive start to the school day leading to a positive attitude to learning  Early morning maths attended improved	Breakfast club opened, subsidised and extended due to demand.  Early morning maths club offered to Year 6 pupils	Consultation with parents. PASS survey.  Attendance figures.  Lateness figures.  Good practice in other successful schools.	Uptake of places.  Parent voice.  Pupil voice.  Improvement in terms of absence/lates.	SLT.  Attendance Lead.  PP Lead.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£2,800</b>
<b>j. Other, not captured by any of the above</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>
Excitement and sense of wonder about learning to increase.	Enrichment activities provided. Review of non-core subjects; how and when they are delivered.	PASS survey.	PP Lead/teacher to monitor impact in class after activities have taken place.  Phase Leaders to observe and feedback on impact of enrichment activities.	PP Lead.
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£300</b>

<b>6. Additional detail</b>
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.

7. Review of expenditure				
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
<p><b>Increased confidence with written and spoken English in all subjects.</b></p> <p>Opportunities to develop resilience through being challenged by quality first teaching across the school.</p> <p>Engagement in shaping the life of the school through leadership positions across a range of activities.</p>	<p><b>Staff training and CPD.</b></p> <p><b>Monitor intelligent actions from CAPS.</b></p> <p><b>Performance management.</b></p> <p><b>Drama activities supplement the use of higher order vocabulary.</b></p> <p><b>Language-rich displays, word mats, new dictionaries, new books purchased for classrooms on rolling program to broaden experience of vocabulary, book group offers university style seminars on challenging texts for upper KS2.</b></p> <p><b>SLT non class based to coach staff and share best practice.</b></p>	<p>Talk for writing has been implemented across the school.</p> <p>Ks 2 results in writing have improved in terms of both achievement and progress.</p> <p>Response to curriculum demands has increased by 22% (PASS survey) for PP and is now in line with NPP.</p> <p>Talk For Writing and Maths No Problem have been implemented to provide consistency throughout the school.</p> <p>Sentence types have been introduced and modelling continued following visits by all teaching staff to a local high performing MAT.</p> <p>Phase Leaders have been introduced to ensure impact of new initiatives can be inspected beyond the confines of the Subject Leader model.</p> <p>Sports leader training, book group, STEAM club, visit to Houses of Parliament, Leeson House, Science Fair, productions and Code Club.</p> <p>KS2 results GD achievement has increased in all subjects for PP and NPP.</p> <p>SLT working with Yr 1 and 2 – focus phonics. Results increased to 88% pass in phonics.</p> <p>KS2 – Yr 3,4,5 focus on vocabulary. Increase in quality of writing and language used.</p>	<p>Successful approaches to reading and writing will continue. However, in Year 6 a slightly different approach will be required due to the quantity of evidence required.</p> <p>Maths will be targeted for consistency of approach and increased attainment with introduction of Maths No Problem scheme.</p> <p>Support will continue to be offered by experienced Y6 staff every lunchtime from September to May.</p>	<p>£6,400 (SLT Support at lunchtime).</p> <p>£150 (Sports Leader training).</p> <p>£2,760</p>

<b>Desired outcome</b>	<b>Chosen Action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
	.	Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach).	
Increased engagement with a variety of learning experiences.	Quality First Teaching – hooks, resources.  Enrichment trips and activities.  Clubs.  Opportunities to work with successful schools.  Assemblies.	Barriers to learning have reduced once identified in PASS survey.  Percentages from this show an improvement in perceived learning capability, self-regard as a learner, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, response to curriculum demands.	Trips and visitors must be assessed for likely impact before money is committed.  Sharing a common methodology (e.g. Maths No Problem) with partnership schools ensures greater consistency of outcomes for whole school improvement targets.	£8,000 (Extra support in Y6) £11,000 (1:1 and small group working).  £320 (PASS and analysis) £8,500 (Pastoral/ ELSA).
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Action plan for attendance is in place to ensure increased attendance rates.	Assignment of Attendance Lead.  Attendance action plan in place.  Letters to parents.  Stimulating curriculum activities.  Changes to start of day have demonstrated impact.	Attitude to attendance has not changed (PASS survey).  Reduction in lateness has been recorded.	Attendance issues are, in the main, attributable to a small group of children with recurring issues.  These issues require considerable administration time and ,therefore, cost.	£400 (attendance monitoring)