St. Mary's Catholic Primary School, Penzance 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, 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.

1. Summary information					
Academic Year	2018-2019	**Total PP budget**	£67,320	**Date of most recent PP Review**	7th February
Total number of pupils	158	**Number of pupils eligible for PP**	55	**Date for next internal review of this strategy**	January 2019

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
36	18	1	0

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	13 (43%)	5	7	0	1 (1%) CIR
Year 5	8 (47%)	6	2	0	0
Year 4	4 (22%)	1	3	0	0
Year 3	10 (36%)	8	2	0	0
Year 2	10 (45%)	6	4	0	0
Year 1	7 (35%)	7	0	0	0
Reception	3 (13%)	3	0	0	0
Total	**55 (35%)**	**36**	**18**	**0**	**1 (1%)**

2. Current achievement			
End of KS1 & 2 Attainment for: 2017 - 18	*Pupils eligible for PP*	*Pupils not eligible for PP*	
		School	*National (2016)*
% achieving expected standard or above in reading, writing and maths	**57%**	**60%**	**60%**
% achieving expected standard or above in reading	**57%**	**60%**	**72%**
% achieving expected standard or above in writing	**71%**	**80%**	**76%**
% achieving expected standard or above in maths	**57%**	**80%**	**75%**
Progress score in Reading	**-0.93**	**+1.7**	
Progress score in Mathematics	**+3.59**	**+0.6**	
Progress score in Writing	**-2.05**	**+4.6**	
% achieving expected standard or above in reading at KS1	**67%**	**82%**	**76%**
% achieving expected standard or above in writing at KS1	**44%**	**71%**	**68%**
% achieving expected standard or above in maths at KS1	**44%**	**79%**	**75%**

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)*	
A.	Attainment of PP in Maths and English
B.	Social and emotional resilience
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Engagement and motivation of PP group
D.	Attendance of PP group

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Children make better or expected progress in reading, writing and maths. The difference between non-PP and PP pupils on track to achieve ARE is diminishing, evidenced through Target Tracker. SATs, PIRA, PUMA, Phonics Screening and EYFS assessments will be used to measure the children's attainment.	In year 2-6 the children in receipt of PPG funding will make at least 6 steps progress, expected progress. In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments) Children will be able to talk about their progress. Progress will be evident from looking at children's work. The gap between PP and non PP pupils is diminishing at the end of the EYFS, KS1 and KS2. PIRA and PUMA tests will show an increase in chronological age for Maths and Reading.
B.	Children will become more resilient, secure and confident. Thrive Action Plans will monitor individual progress. There will be less incidents in the sanctions, behaviour and lunchtime record books.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will make accelerated academic progress and have increased social and emotional well-being. Behaviour incidents will reduce.
C.	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Learning Walks will show that children are engaged and motivated.	Children will show increased levels of engagement and motivation for their schoolwork. Digital technologies will be used in all classes to inspire and engage children with their learning. Personalised learning resources are used to motivate children Tracking data show an increase in children's attainment in basic skills.
D.	Children's attendance will continue to improve and will be in line with national expectations.	Children will show increased levels of engagement and motivation for their schoolwork and attend school regularly. Prizes and attendance cup to motivate attendance in school. Children will be punctual.

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**
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 to make expected or better progress in reading, writing and maths.	TA support for 2 pupils in year 6. TA support for 2 pupils in year 3. Targeted pupils will have 1:2 support aimed to maximize their progress and ensure pupils in year 6 are secondary ready at the end of the academic year.	TA to support pupils. Progress will be monitored closely and individualised work given to ensure maximum progress over time **Sutton trust: Feedback +8 months; Small group tuition +4 mths;**	Clear baseline and personalised learning Half termly monitoring of progress and attainment	JB
			Total Planned Expenditure:	**26,800**

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**
Outcomes of Mid-Year Review:				
			Total Planned Expenditure:	**£**

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**
Children to make expected or better progress in Reading, Writing and Maths.	**TA support for a group of pupils.** Targeted pupil in KS2 will have intervention aimed to maximise their progress.	Additional TAs to enable more personalised learning has been put in place. Progress is monitored closely and child is given timely and precise feedback to maximise progress. **Sutton trust: Feedback +8 months; Small group tuition +4 mths;**	Clear baseline to be recorded before the interventions begin. Termly assessments and progress in terms of statements achieved and steps progress are recorded. Additional or amended interventions put in place as needed. Group/ 1:1 interventions recorded in conversation with the class teacher.	DB, JB (Head Teacher, Assistant Head)
			Total Planned Expenditure:	**£16,465**

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 will become more resilient, secure and confident, ready for learning.	**HLTA for Nurture Group Intervention, Outdoor Education, to support quality first teaching interventions and personalised learning.**	HLTA to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable progress with the class teacher. A series of practical sessions in small groups, which will support children's emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. HLTA to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning. **Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths**	SENDCo will liaise with HLTA to ensure that provisions of children are met and that their progress is recorded. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys. Termly progress data.	JB, (SENDCO)
Children with autism to have better access to the curriculum and improved social interactions	**Trained Autism Champion to recognise and support children with Autism**	Increased number of children with autism resulting in at least 1 child in every year group with potential impact on behaviour and learning. **Sutton trust - Behaviour interventions +3 mths**	Monitoring through strengths and difficulties questionnaire at key points in the intervention. Monitoring progress of children with autism. Monitoring of increased good behaviour through learning walks and feedback in staff meetings	DB and JB
			Total Planned Expenditure:	**£17,000**

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
Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Children to make expected or better progress in Reading, and Writing across the school.	**Active Learn and phonics bug subscription** To support and motivate children's reading across the whole school. Children will be given the responsibility and independence to choose their own books. Certificates and wristbands will be given to the children as rewards for reading regularly and for moving up the reading bands.	Effective monitoring and ongoing assessment of active learn will enable the children to make accelerated progress. Progress is maximised where independent learning is secure. The learning resource is carefully matched to the children's needs, ensuring that progress is maximised. **Sutton trust: Reading comprehension strategies +5 mths, Parental involvement +3 months, Phonics +4 mths, Oral Language Intervention +5 mths. Digital Technologies + 4mnths.**	Ongoing assessment and monitoring will ensure that children are accessing the scheme and making good or better progress. Reading progress will be analysed in all year groups and trends will be identified.	RP (English Lead)
			Total Planned Expenditure:	**£1180**

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
Children make expected or better progress in reading, writing and maths	**Staff Training** • **Meta-cognition and self regulation**	There is staff awareness of aspects of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on meta-cognition enables children to progress and become more independent in their learning	The impact of the use of the learning path will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through	DB (Head Teacher)

		A range of thinking skills and question types are used to promote higher order thinking. **Sutton trust: Meta-cognition and self-regulation +7 mths, Mastery learning +5 mths**	analysing progress data on reading, writing and maths.	
Children make expected or better progress in reading, writing and maths	**Reading comprehension strategies**	Training around reading comprehension strategies focussing on the learners' understanding of written text and its use. Training to inform teachers on the best techniques which enable pupils to comprehend the meaning of what they read. **Sutton trust: reading comprehension +6 mths**	The impact of the use of the comprehension will be closely monitored and evaluated through PIRA, book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading and writing. Teachers will attend training and receive support from outstanding schools and cascade this information to the rest of the team.	SLT, MLT
Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing	**Dyslexia friendly schools**	Training for SENCO to become lead in Dyslexia friendly schools accreditation **Sutton trust: Learning styles +2**	The impact of accreditation will be monitored through baseline questionnaires for children with dyslexia and pupil conferencing at key points in the academic year. Progress will be measured half termly	SENDCO
			Total Planned Expenditure:	**£1000**
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
Children will become more resilient, secure and confident Engagement and motivation of pupils	**School visits** A percentage of the cost of the residential trips are subsidised	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. **Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths**	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	JB (Assistant Head)
Children will become more resilient, secure and confident Engagement and motivation of pupils	**Outdoor Learning** Staff will be trained to lead outdoor education sessions	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. **Outdoor Learning +3 mths**	Through pupil conferencing the children report positive experiences and impact on their learning.	DB (Head Teacher)
	Songfest and Instrument Lessons Certain year groups will be able to participate in these events throughout the year.	The impact of arts participation on academic learning has seen improved outcomes. Improvements have been identified in English, mathematics and science learning. **Arts Participation +2 months**	Through pupil conferencing the children report positive experiences and impact on their learning.	DS (Music and Art Lead)
			Total Planned Expenditure:	**£1900**

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**
Children will become more resilient, secure and confident	**Educational Psychologist**	In order to support the SENDCo and individual PP children's needs, the Educational Psychologist is to be available for 5 and a half days across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process. **Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months**	The SENDCo, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support. The Educational Psychologist will lead training sessions to facilitate teachers to better support children with SEN to become more independent with their learning. Teachers are given strategies to support the most vulnerable pupils. The progress of the children will be closely monitored after the training. Independence amongst vulnerable children will be monitored during learning walks.	JB (SENDCo)
Children will attend school regularly	**EWO**	To offer support and advice in ensuring children attend school regularly. To hold half termly meetings to monitor attendance of pupil premium children and act accordingly if children are at risk of not attending school	By monitoring the attendance and ensuring the PA figure drops particularly for the most vulnerable children.	

		Sutton trust: Parental engagement +3		
Children will become more resilient, secure and confident	**Breakfast Club and after school clubs**	Children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes. Children are able to attend after school clubs where funds are necessary. **Sutton trust: Parental involvement +3 months, Social and emotional aspects of learning +4 mths**	For pupils who are in receipt of pupil premium funding, we subsidise the cost of the breakfast club. For these families we ask for a contribution of £1.00 per child.	DB (Head Teacher)
Children will feel part of the school and given a sense of belonging	**Uniform**	Offering uniform to vulnerable families in need of support	Monitoring children's appearance on a regular basis and ensuring they have all uniform necessary.	DB
			Total Planned Expenditure:	**£3000**

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**
Children make expected or better progress in reading, writing and maths	**Oral Feedback Sessions once a week for Years 1-6**	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress. Children's misconceptions will be addressed immediately.	The progress in steps and statements of all children will be closely tracked through Target Tracker. Records of oral feedback sessions will be evidenced in children's books and used to inform future planning for the teacher.	DB (Head Teacher)

		Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months	Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.	
Children make expected or better progress in reading, writing and maths	**Feedback through use of Target Tracker, PIRA and PUMA Assessments.**	The school-wide assessment and tracking system will enable teachers to track progress and set targets based on the curriculum. **Sutton trust: Feedback +8 months, Digital Technologies + 4mnths.**	Assessment will be entered half termly in all classes. The assessment will form part of the data meeting and pupil progress meeting. This feedback will inform teachers and children on the next step of learning, ensuring good or better progress in Maths, Writing and Reading.	DB, (Head Teacher)
			Total Planned Expenditure:	**£1414**

6. 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.