

St Mary's Catholic Primary

Pupil Premium Provision Strategy September 2016

To be reviewed: September 2017

Introduction:

St Mary's Catholic Primary School was judged as 'Good' across all categories in the most recent Ofsted Inspection. This is against a backdrop of serving a highly deprived locality. Pupils encounter many barriers to education and learning. However, a 'No Excuse' culture is deeply embedded at St Mary's to ensure that no child is left behind. Our vision is clear to all: *"Our expectations for our school and pupils are 'Limitless'"*.

The pupil premium is additional funding allocated to schools to help support disadvantaged pupils, reducing differences where they occur between them and their peers. At St Mary's Catholic Primary School, Pupil Premium is funding allocated to pupils who are currently pupils looked after (CLA), eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates to 40% (115 pupils) of our school population. The funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. the development of high calibre teachers, strong pastoral support and opportunities for extended school activities (Academic Study Groups/Clubs).

Pupil Premium Policy

Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

Background:

The pupil premium targets extra funding for pupils from deprived backgrounds. Research shows these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential.

The Government have used pupils entitled to free school meals, pupils of service personnel and pupils looked after as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number who have registered for FSM at any time over the last six years.

The Government has not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap. The school will be held accountable for the impact of their work on the attainment of disadvantaged pupils.

Provision:

In order to meet the above requirements, the Governing Body of St Mary's Catholic Primary School will ensure that provision is made which secures high quality teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the school will closely monitor the impact of its work on its disadvantaged pupils and will make incisive interventions where this is required.

Disadvantaged pupils will always be considered first for places in Academic Study Groups and clubs or activities. Pastoral and therapeutic services will target their needs as a priority.

Reporting:

The Governing body will be informed on the impact of the work of the school on disadvantaged pupils:

- An outline of the provision made during that term since the last meeting;
- The progress towards 'narrowing the gap' of the pupils supported by pupil premium funding;
- An evaluation of the cost effectiveness, in terms of progress, made by those pupils receiving a particular provision.

The Governors will ensure that there is an annual statement, available on the website, on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils.

The success criteria are:

- Early intervention and support for socially disadvantaged pupils;
- The vast majority of those socially disadvantaged pupils attaining and making progress in line with their peers;
- An effective system for identifying, assessing and monitoring those socially disadvantaged pupils;
- Creating a positive school atmosphere in which pupils differences are recognised and valued.

Impact of Spending 2015-16 £222,888.68

END OF KEY STAGE RESULTS FOR 2016

EYFS GOOD LEVEL OF DEVELOPMENT	DISADVANTAGED	100%	Disadvantaged pupils have achieved exceptionally well at the end of EYFS, 31% above the national average and have made excellent progress from a weak baseline. None of these pupils were working at Greater Depth.
	OTHER	78%	
	NATIONAL	69%	
YEAR 1 PHONICS	DISADVANTAGED	96%	Disadvantaged pupils scored well above all pupils nationally. Only one child did not achieve the expected standard in the phonics screening check.
	OTHER	100%	
	NATIONAL	81%	

END OF KS1 RESULTS FOR 2016

		AT EXPECTED SCHOOL	GREATER DEPTH SCHOOL	
READING	DISADVANTAGED	83%	6%	Disadvantaged pupils have achieved broadly in line with other pupils in the school in English. More pupils have achieved the expected standard in English than have pupils nationally. While disadvantaged pupils achieved less well than others in school in mathematics, their attainment was in line with the national average. At greater depth, disadvantaged pupils achieved broadly in line with others at St Mary's; fewer children at St Mary's overall achieved Greater Depth.
	OTHER	84%	4%	
	NATIONAL	74%	24%	
WRITING	DISADVANTAGED	83%	6%	
	OTHER	84%	4%	
	NATIONAL	65%	13%	
MATHEMATICS	DISADVANTAGED	72%	6%	
	OTHER	88%	8%	
	NATIONAL	73%	18%	
PROGRESS		EXPECTED	MORE THAN EXPECTED	
READING	DISADVANTAGED	88%	19%	Progress made by disadvantaged pupils is stronger than that made by other pupils in writing and is in line for mathematics. It is slightly less in reading. More disadvantaged pupils made better than expected progress than other pupils, showing the differences between these two groups was narrowing.
	OTHER	95%	10%	
WRITING	DISADVANTAGED	100%	25%	
	OTHER	98%	15%	
MATHEMATICS	DISADVANTAGED	94%	6%	
	OTHER	95%	7%	

END OF KS2 RESULTS FOR 2016

		AT EXPECTED SCHOOL	GREATER DEPTH SCHOOL	AVERAGE SCALED SCORE	
READING	DISADVANTAGED	53%	6%	98.7	Disadvantaged pupils outperformed their peers in scaled scores for mathematics, however fewer pupils achieved the expected standard. In reading, more disadvantaged pupils achieved the expected standard than other pupils within the school, however the average scaled score was lower and significantly fewer disadvantaged pupils achieved Greater Depth. In writing, more disadvantaged pupils achieved the expected standard than pupils nationally, however fewer than others within the school. Disadvantaged pupils were broadly in line with pupils nationally for GPS but significantly lower than other pupils in the school.
	OTHER	47%	21%	100.5	
	NATIONAL	66%	19%	103.0	
WRITING	DISADVANTAGED	81%	3%		
	OTHER	84%	5%		
	NATIONAL	74%	18%		
MATHEMATICS	DISADVANTAGED	75%	9%	102.7	
	OTHER	79%	5%	102.2	
	NATIONAL	70%	17%	103.0	
GPS	DISADVANTAGED	72%	28%	104.4	
	OTHER	89%	37%	106.2	
	NATIONAL	72%	22%	104.0	

PROGRESS		EXPECTED	MORE THAN EXPECTED	
READING	DISADVANTAGED	88%	19%	Progress made by disadvantaged pupils is stronger than that made by other pupils in writing and is in line for mathematics. It is slightly less in reading. More disadvantaged pupils made better than expected progress than their peers in Reading and Writing (by roughly 10%)
	OTHER	95%	10%	
WRITING	DISADVANTAGED	100%	25%	
	OTHER	98%	15%	
MATHEMATICS	DISADVANTAGED	94%	6%	
	OTHER	95%	7%	

Attendance at St Mary's Catholic Primary School

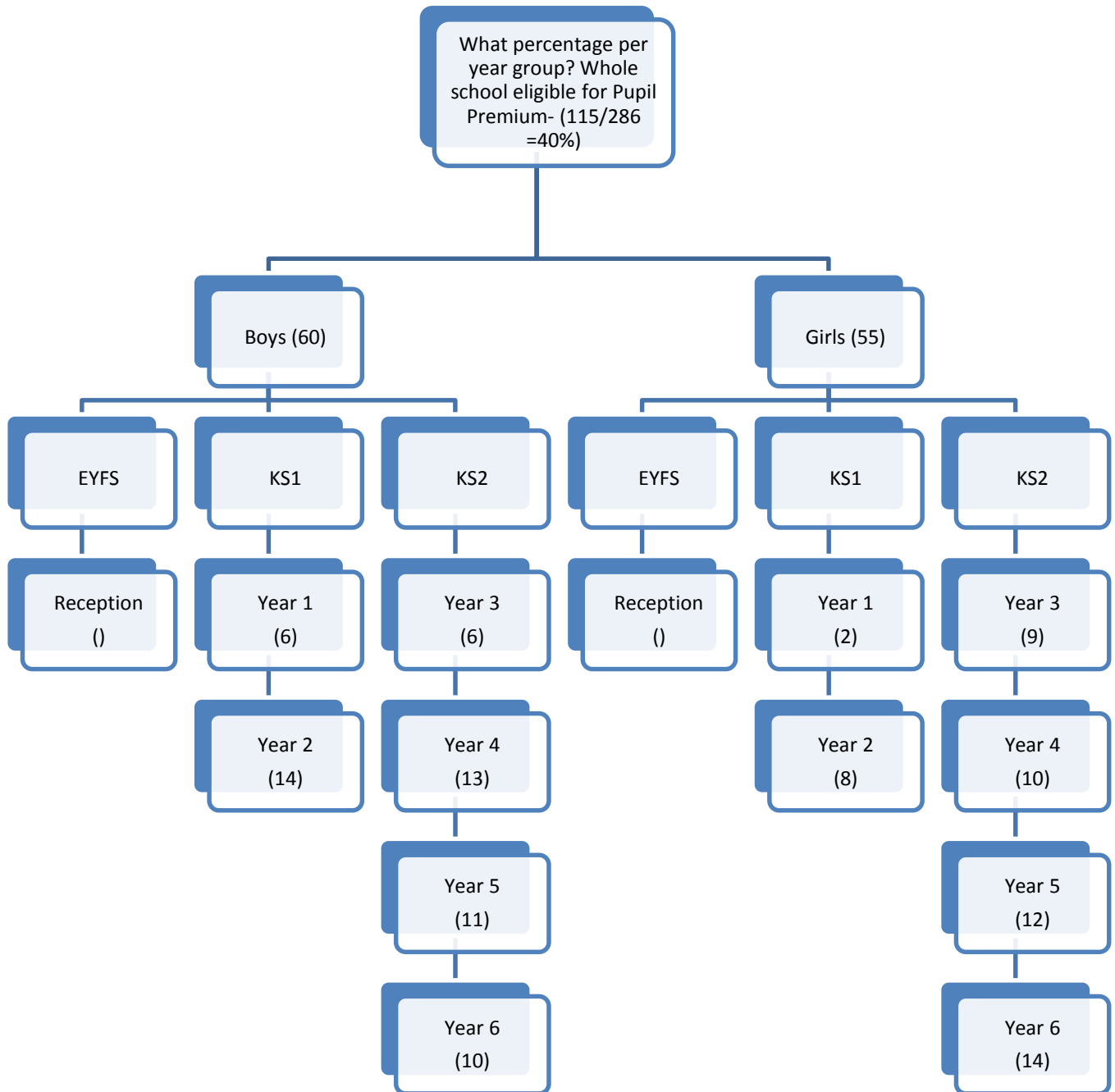
Year	Disadvantaged Pupils	Other Pupils	Gap	
2012/13	96.3%	96.8%	-0.5	Attendance has increased in the past year, reflecting a drive by the new management team to target attendance, particularly that of disadvantaged pupils. This is reversing a previously downward trend in attendance.
2013/14	96.3%	97.4%	-1.1	
2014/15	95.8%	97.0%	-1.2	
2015/16	97.0%	97.6%	-0.6	

Impact of spending 2015-16 £222,888.68 (178 Pupils)

Target for 2015 - 16	Amount Spent	Evaluation of Impact	Further Actions
To improve the attendance of disadvantaged pupils to 97%	£933.44	Disadvantaged pupils' attendance has matched that of other pupils for 2015 – 16.	<ul style="list-style-type: none"> To continue to promote high levels of attendance, and address the issues of persistent absenteeism for small number of disadvantaged pupils.
To improve outcomes for Year 1 pupils in phonics screening check	Resources £543.48 £5,824.77	96% disadvantaged pupils achieved the required standard in Year 1 phonics screening check, which is 15% above all pupils nationally.	<ul style="list-style-type: none"> To maintain the high standards in phonics, and ensure these pupils move on to develop strong comprehension and writing skills (Writing and Reading at KS1).
To improve pupils' understanding of mathematical concepts at KS1 and KS2	£500 £6,000	Disadvantaged pupils performed less well than their peers and with pupils nationally. This is an issue of on-going work.	<ul style="list-style-type: none"> To embed Mathematics Mastery and ensure disadvantaged pupils in KS1 attain to the highest possible standard.
To improve pupils' reading at KS1	£55,000	Disadvantaged pupils exceeded the percentage achieving the expected standard at KS1 (though slightly below other pupils in the school.)	<ul style="list-style-type: none"> To continue to develop the standard of reading across all phases in the school for disadvantaged pupils.
To develop quality first teaching across the school	£32,670	Much improved teaching that had a strong impact on success and attitudes to school of disadvantaged pupils.	<ul style="list-style-type: none"> Continue to develop strong teaching Induction of new staff
To support pupils with social, emotional and behavioural difficulties	£12,004	Much calmer environment in school. Behaviour moderated so pupils can learn.	<ul style="list-style-type: none"> To continue to develop a calm school environment with a focus on learning behaviours.

To extend the school day through academic study groups and Saturday school	£34,962	High levels of satisfaction from parents of pupils who attended Saturday school and Academic Study groups, however impact on learning not high.	<ul style="list-style-type: none"> • To evaluate the impact of different interventions for effectiveness; to continue to find ways to address gap in academic achievement of disadvantaged pupils.
In-house therapeutic service to meet pastoral needs	£29,425	This service was interrupted part way through the year due to long term staff absence. School chaplain provided some continuity of support for pupils in need.	<ul style="list-style-type: none"> • Develop on-going mentoring system for staff to pastorally support most vulnerable/ under-attaining pupils. Re-establish therapeutic service.
To give pupils extended opportunities in a wider curriculum		Pupils had opportunities for trips and cultural experiences; this had impact on pupils language, appreciation of culture; broadening of horizons (soft data).	<ul style="list-style-type: none"> • To continue to provide rich and varied opportunities for cultural experiences and high quality arts, language and sports provision.
To ensure groups are tracked and all stakeholders are aware of target pupils so correct interventions are in place.	£33,079	Through tracking pupils the school was able to monitor and act when disadvantaged pupils were attaining less well than their peers.	<ul style="list-style-type: none"> • Continue developing tracking and monitoring systems for all phases.
Private Educational Psychologist to aid early assessment and intervention	£6,000	Pupils were identified promptly and applications for EHCP made. Issues were able to be addressed early in the year and support put in place where needed.	<ul style="list-style-type: none"> • Continue to use this intervention.
TOTAL SPENDING:	£216,942		

Who are our pupils eligible for Pupil Premium 2016 – 2017?



Barriers Faced by Pupil Premium Students

Target for 2016-17	Barriers to overcome	Possible Approaches
Internal Barriers	Oral language skills in reception are low for pupils eligible for Pupil Premium Grant. This slows reading progress in subsequent years.	<ul style="list-style-type: none"> • Use of Educational Psychologist where major concern to identify issues. • Provide pupils with high quality teaching and environment. • Provide access to wider educational experiences including the Arts and MFL from Reception.
	High ability pupils who are eligible for Pupil Premium Grant attain less well and are less likely to achieve the Greater Depth standard in English, particularly in Reading.	<ul style="list-style-type: none"> • Access to quality first teaching for all pupils. • Academic Study groups (extending the school day with academic focus). • High quality reading resources.
External Barriers	Home support for some pupils who are eligible for Pupil Premium Grant is less than that for other pupils, with parents less supportive or less able to support pupils with homework.	<ul style="list-style-type: none"> • Engage parents through regular Academic Review meetings. • Academic Study groups (extending the school day with academic focus).
	Take-up of before school Academic Study groups is lower for pupils who are eligible for Pupil Premium Grant.	<ul style="list-style-type: none"> • Fun, engaging groups. • Provision of 'breakfast' snack at group. • Shifting of time of groups to after school, or targeting those pupils during school day during afternoon.
	Attitudes to school can be less positive for disadvantaged pupils, which has an impact on school attendance.	<ul style="list-style-type: none"> • First day absence calls home. • Quality First Teaching to alter attitudes to school and to learning.
	Trauma and challenging personal circumstances can leave children less prepared physically and psychologically to learn.	<ul style="list-style-type: none"> • Provide mentors. • Access to therapeutic service. • Allocate member of staff to provide pastoral care and support for pupils.

Pupil Premium Funding for 2016-17 £208,560

Pupil Premium Funding for 2016-17 £208,560						
	2016 - 2017 ACTION PLAN	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES £210,297.34	RESPON SIBILITY	TIME SCALE
1.	Raise achievement for disadvantaged pupils in all subjects, with a focus on reading	<ul style="list-style-type: none"> • Additional reading intervention before school (PPA teachers) 1-1 and small groups. • Specialised teacher to deliver KS1 phonics reading intervention targeted at disadvantaged pupils. 	<ul style="list-style-type: none"> • Achievement in all subjects is in line/ exceeds national average in all key stages. • Achievement of disadvantaged pupils in line with other pupils. • Evidence of outstanding work and results in all areas. 	£29,879 £20,000	Head SLT Subject leader for English and Mathematics	Termly tracking of assessment Pupils' work & displays Dec '16 Results 2017
	Rationale for chosen approaches	Reading is an area requiring development in the school and so the school is investing in additional staff to provide small group intervention specifically to target pupil premium. This includes small groups, some one to one and staff providing detailed feedback on pupils work. (Sutton Trust: Teaching of Phonics +4 months; One to One Tuition +5 months; Small Group Tuition +4)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPON SIBILITY	TIME
2.	Ensure that all disadvantaged pupils have access to quality first teaching	<ul style="list-style-type: none"> • Grouping pupils in small year group classes (2 additional teachers.) • High quality INSET for staff • Support and mentoring for new staff • Regular monitoring of books to ensure quality feedback in books and lessons with incisive feedback • Support for teachers to assess in line with the curriculum • High quality INSET for staff including strategies for using meta-cognition and feedback to pupils • Development of middle leaders through middle leadership training (J. Samuels) • Leadership CPD etc. • Oral Language Interventions through talk for writing and teaching approaches (word of the week, magpie, P Corbett) 	<ul style="list-style-type: none"> • High standards of work evident in books • High standards of attainment in all year groups • Good or better teaching • Application of teaching strategies including those that promote oral language development • Development of Guided Reading through INSET, high quality resources, monitoring and support • Accurate, useful assessment (both formative and summative.) 	£78,975 £14,049 £10,160	Head SLT All teachers	Termly tracking of assessment Pupils' work & displays Dec '16 Results 2017

	Rationale for chosen approaches	Development of all teachers means they are more proactive and higher quality lessons, keeping standards as high as they can. Oral Language Development in all year groups. By providing smaller class groups, teachers are able to deliver the curriculum targeting the correct year group, and have the capacity to provide more detailed feedback to pupils. (Sutton Trust: Oral Language Development +5 months; Reducing Class Size +3 months; Feedback +8 months)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
3	Improve the teaching and provision of Mathematics	<ul style="list-style-type: none"> Implement Mathematics Mastery in Year 3 Invest in high quality resources for the teaching of Mathematics, including access for mathematics portal online for all pupils 	<ul style="list-style-type: none"> 90% of disadvantaged pupils to make expected progress (or more). Results at all Key Stages for disadvantaged pupils in line with their peers at expected 30% of disadvantaged pupils to be working at greater depth 	£3500 £500	Exec. Head Governors	December 2016
	Rationale for chosen approaches	(Sutton Trust: Mastery Learning +5 months; Digital Technology +8 months)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
4.	To provide pastoral support and counselling through an in-house therapeutic service	<ul style="list-style-type: none"> Re-instate therapeutic service Mentor system to support vulnerable pupils 	<ul style="list-style-type: none"> Pupils will know who they can talk to when they are in need Mentors to meet and support pupils 2 out of every 3 weeks 	£30,725.16 £16,031.46	Exec. Head Teacher	Ongoing
	Rationale for chosen approaches	Need for pupils to be emotionally ready to learn. Also supporting pupils to deal with social and emotional issues so they are ready to learn and can function as well-rounded people. Support offered to parents. (Sutton Trust: Social and Emotional Learning +4 months)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
5.	Access to wider educational experiences for disadvantaged pupils	<ul style="list-style-type: none"> High quality weekly music and French lessons for all pupils from Reception (specialist teacher) Additional clubs (lunch time, after school) Partially funded places on school Residential trip for Year 6 	<ul style="list-style-type: none"> Pupils in Nursery, Year 1 and Year 2 to have specialist teaching Lunch time clubs/ after school to be attended by disadvantaged High attendance on school trip of disadvantaged pupils 	£7868	SLT Class Teachers/ specialist teachers	Termly

	Rationale for chosen approaches	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, Mathematics and Science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. (Sutton Trust). (Sutton Trust: Arts Participation +2 months; Sports Participation +2 months)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
6.	Improve attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> • Attendance promoted with cup and incentives • First day absence call home • Punctuality recorded daily • Weekly focus at assembly • Any unaccounted/ unauthorised absence reported to Brent so it will be followed up • End of year trip for 100% 	<ul style="list-style-type: none"> • High proportion of disadvantaged pupils to attend reward trip • Attendance to be in line with others • Reduced proportion of persistent absenteeism 	£933	Class Teacher Attendance Officer SLT	Ongoing
	Rationale for chosen approaches	By targeting attendance and punctuality, pupils are in the school and not missing out on learning time; impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.				
	TOTAL COST:	£212,621				