

St Mary's Catholic Primary School



Pupil Premium Provision Strategy September 2017

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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 students, closing the attainment gap between them and their peers. At St Mary's Catholic Primary, Pupil Premium is funding allocated to students who are currently children looked after (CLA), eligible for free school meals or who have been eligible for free school meals at any point in the last six years. This equates to 32% (95/295 students) of our current school population (though this figure could change during the course of the year.). 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 students 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, children of service personnel and children looked after as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for Free School Meals (FSM) at any time over the last six years.

The Government have 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 students to increase their attainment and narrow the gap.

Provision:

In order to meet the above requirements, the Governing Board of St Mary's Catholic Primary will ensure that provision is made which secures the 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 Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed.

We have raised staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis and lesson observations. Pupil progress meetings identify any year group or class that is underachieving and any intervention needs are addressed. Attendance interventions are on-going and figures for this group show the difference has closed compared to that of other children over the last four years.

Reporting:

The Governing Body will be informed of the impact of the work of the school on disadvantaged pupils. An annual statement regarding how funds have been used and the attainment of disadvantaged pupils will be published annually on the school's website.

Impact of 2016/17 funding on attainment and achievement, punctuality and attendance.

The total funding allocated for 2016 – 17 was £210,297. The number of pupils funded with this money was 115. A breakdown of how this funding was spent and the impact of the spending can be found on pages 8.

Headline evidence indicates that differences are narrow when considered against the following headings: punctuality, attainment and progress.

Key Stage 2

The progress of disadvantaged pupils was very strong in writing and in mathematics. It was not quite as impressive in reading. Their strong progress enabled gaps in attainment to be eliminated with other pupils nationally in all subjects, with the exception of reading where attainment was below average. This evaluation suggests very effective use of the pupil premium in writing and in mathematics, but that a greater focus is needed in reading.

Progress was strong for disadvantaged pupils, particularly in writing and mathematics. This enabled gaps to close with the attainment of other pupils nationally.

The proportion of disadvantaged pupils making at least expected progress was above average in each of reading, writing and mathematics. The differences were 20%, 29% and 18% respectively. The proportion making rapid progress was also above average but considerably more so in writing and mathematics than in reading. Both low band disadvantaged pupils made at least expected progress in each subject. Above average proportions of middle band disadvantaged pupils also made at least expected progress in each subject. Rapid progress was more marked in writing and mathematics than in reading for middle band pupils.

The proportion of disadvantaged pupils reaching at least expected+ was above average in both writing and mathematics by 13% and 12% respectively. Attainment at expected+ was below average by 18% in reading. Greater depth attainment was average in writing. However, high standard attainment was average in mathematics but below average in reading. It is worth noting that neither high band pupil reached the high standard in mathematics. Scaled scores were unchanged in both reading and mathematics. This meant the scaled score in reading was below average while it was average in mathematics.

Just over half of disadvantaged pupils reached expected+ in reading, writing and mathematics combined. This was broadly average as was the proportion reaching the high standard in each subject. This data shows that the majority were prepared for secondary school, but that this would have been higher if attainment had been higher in reading.

The proportion of disadvantaged pupils reaching expected+ in English grammar, punctuation and spelling was 10% above average. Results were strong for each band. A quarter of pupils reached the high standard. This was broadly average. The scaled score was also broadly average. The proportion of disadvantaged reaching expected+ was slightly above average in science, but not significantly so. Over 90% were assessed to have reached this standard.

Key Stage 1

The attainment of disadvantaged pupils fell slightly at expected+ in all subjects, but was largely unchanged at greater depth. Attainment at expected+ and greater depth was broadly average in reading and in writing. Attainment was above average at expected+ in mathematics by 14% and average at greater depth. Attainment was average at expected+ in science.

Attainment at expected+ was above average for low band pupils in all subjects, but not significantly so. This means that the school was successful at helping to close gaps for this band of pupils with other pupils nationally. All middle band disadvantaged pupils reached expected+ in mathematics and in science. Middle band pupils had slightly above average attainment at expected+ in reading and in writing. Middle band attainment at greater depth was broadly average in each subject and strongest in reading. No low band disadvantaged pupil reached greater depth.

Just over three-quarters of disadvantaged pupils reached expected+ in reading, writing and mathematics combined. One reached greater depth in all three subjects. This data suggests that the school has been reasonably successful at closing attainment gaps for disadvantaged pupils with other pupils nationally across key stage 1.

END OF KEY STAGE RESULTS FOR 2017

EYFS GOOD LEVEL OF DEVELOPMENT	DISADVANTAGED	75%	Disadvantaged pupils have made excellent progress from a weak baseline. They have scored a GLD 6% above the national figure.
	OTHER	82%	
	NATIONAL	69%	
YEAR 1 PHONICS	DISADVANTAGED	100%	The school percentage for disadvantaged pupils is well above that for all pupils nationally, with all disadvantaged pupils attaining the standard.
	OTHER	89%	
	NATIONAL	81%	

END OF KS1 RESULTS FOR 2017

		AT EXPECTED SCHOOL	GREATER DEPTH SCHOOL	
READING	DISADVANTAGED	83%	22%	The majority of children achieved the expected standard in reading and writing, with a greater proportion disadvantaged children achieving the expected level than children nationally. Attainment in mathematics was 14% above the national figure, and average at greater depth. This data suggests that the school has been reasonably successful at closing attainment gaps for disadvantaged pupils with other pupils nationally across key stage 1.
	OTHER	96%	20%	
	NATIONAL	78%	27%	
WRITING	DISADVANTAGED	78%	9%	
	OTHER	92%	8%	
	NATIONAL	70%	16%	
MATHEMATICS	DISADVANTAGED	91%	13%	
	OTHER	100%	12%	
	NATIONAL	77%	20%	
PROGRESS		EXPECTED	MORE THAN EXPECTED	
READING	DISADVANTAGED	83%	22%	The strong progress of disadvantaged pupils enabled attainment gaps to close with other pupils nationally.
	OTHER	90%	21%	
WRITING	DISADVANTAGED	78%	9%	
	ALL	85%	8%	
MATHEMATICS	DISADVANTAGED	91%	13%	
	OTHER	96%	13%	

END OF KS2 RESULTS FOR 2017

		AT EXPECTED SCHOOL	GREATER DEPTH SCHOOL	AVERAGE SCALED SCORE	
READING	DISADVANTAGED	54%	8%	100.7	The proportion of disadvantaged pupils reaching at least expected+ was above average in both writing and mathematics by 13% and 12% respectively. Attainment at expected+ was below average by 18% in reading. Greater depth attainment was average in writing. However, high standard attainment was average in mathematics but below average in reading
	OTHER	68%	25%	103.3	
	NATIONAL	68%	23%	103.8	
WRITING	DISADVANTAGED	92%	13%		
	OTHER	100%	29%		
	NATIONAL	79%	18%		
MATHEMATICS	DISADVANTAGED	88%	17%	104.8	
	OTHER	100%	43%	108.8	
	NATIONAL	76%	20%	104.1	
GPS	DISADVANTAGED	100%	59%	105.8	
	OTHER	100%	74%	109.4	
	NATIONAL	72%	22%	105.0	

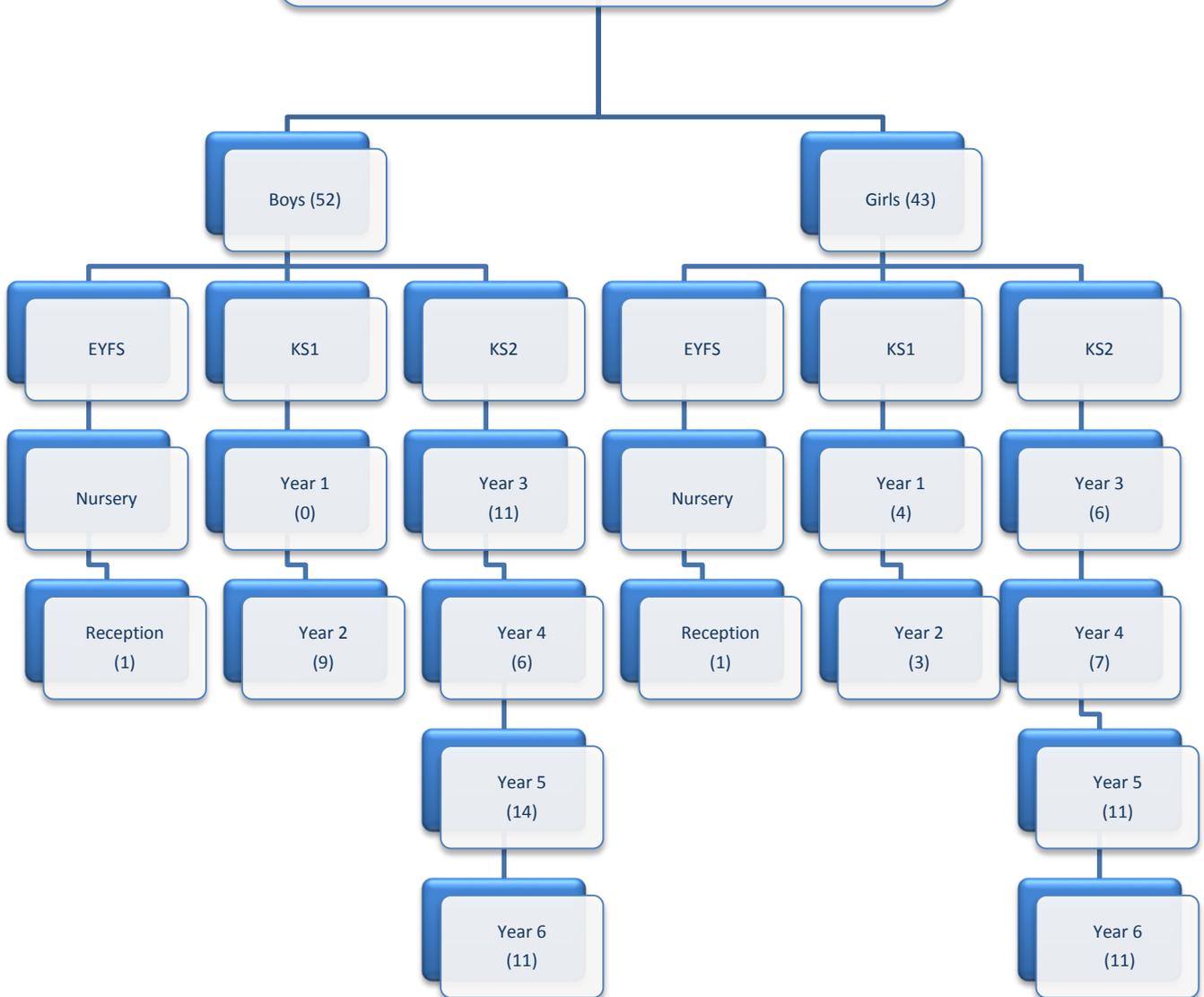
Progress from the end of KS1 to the end of KS2

PROGRESS		EXPECTED	MORE THAN	
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			EXPECTED	The proportion of disadvantaged pupils making at least expected progress was above average in each of reading, writing and mathematics. The differences were 20%, 29% and 18% respectively. The proportion making rapid progress was also above average but considerably more so in writing and mathematics than in reading Disadvantaged children made progress broadly in line with their peers in English, and a slightly higher proportion made more than expected progress than their advantaged peers. This was especially marked in mathematics (14% above national).
READING	DISADVANTAGED	86%	23%	
	OTHER	85%	20%	
WRITING	DISADVANTAGED	95%	59%	
	OTHER	98%	46%	
MATHEMATICS	DISADVANTAGED	86%	64%	
	OTHER	92%	50%	

Attendance at St Mary's Catholic Primary			
Year	Disadvantaged Pupils	Other Pupils	Attendance of disadvantaged children has remained consistently high while attendance of other pupils has increased.
2012/13	96.3	96.8	
2013/14	97.3	97.6	
2014/15	97.4	97.4	
2015/16	96.8	96.7	
2016/17	96.8	97.6	

What percentage per year group? Whole school (excluding Nursery) eligible for Pupil Premium- (95/295 =32%)



Impact of spending 2016 - 17 £210,297 (178 Pupils)			
Target for 2016 - 17	Amount Spent	Evaluation of Impact	Further Actions
Raise achievement for disadvantaged pupils in all subjects, with a focus on reading	£29,879 £20,000	Improvement in results for KS2 reading for pupil premium and for all pupils. At KS1 results were very strong for disadvantaged compared to National for reading (83%) and Yr 1 Phonics check (100%) Reading at KS2 remains an on-going target.	<ul style="list-style-type: none"> • To continue to develop the standard of reading across all phases in the school for disadvantaged pupils. • 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) Specialist Phonics (Year 1) • Strong focus on implementing Guided Reading in KS2 and strategies to develop reading comprehension (Yr 5&6)
Ensure that all disadvantaged pupils have access to quality first teaching	£78,975 £14,049 £10,160	Children were well taught and attendance levels high. KS2 progress was strong particularly in writing and maths, with results improving in reading.	<ul style="list-style-type: none"> • CPD and development of all staff • Induction and support of NQT's and new staff.
Improve the teaching and provision of Mathematics	£3500 £500	Disadvantaged pupils performed well compared to pupils nationally at expected+.	<ul style="list-style-type: none"> • To continue to embed Mathematics Mastery and ensure disadvantaged pupils in KS1 attain to the highest possible standard. • Train new staff in Mathematics Mastery.
To provide pastoral support and counselling through an in-house therapeutic service	£30,725.16 £16,031.46	Unfortunately this service was never re-established, however the level of care for these children within the school is high. Behaviour moderated so pupils can learn.	<ul style="list-style-type: none"> • To continue to develop a calm school environment and provide pastoral and behavioural support. • Develop on-going mentoring system for staff to pastorally support most vulnerable/ under-attaining pupils. Re-establish therapeutic service.
Access to wider educational experiences for disadvantaged pupils	£7868	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.
Improve attendance and punctuality of disadvantaged pupils	£933	Disadvantaged pupils' attendance has matched that of other pupils for 2016 – 17.	<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.
TOTAL SPENDING:	£211,687		

Barriers Faced by Pupil Premium Students		
Target for 2016 - 17	Barriers to overcome	Possible Approaches

Internal Barriers	Oral language skills at the start of 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 any major concerns to identify issues • Provide pupils with a high quality teaching and learning 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
	Poor comprehension skills and reading habits, so lower levels of attainment in reading.	<ul style="list-style-type: none"> • Reading interventions (targeted) • Class visits to local library • Prizes of books for good writing • Weekly visits to school library • Increase stock of class libraries
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 an 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
	Many children from language-deprived families where they do not have access to books or families that will take them to the library	<ul style="list-style-type: none"> • Class visits to local library • Prizes of books for good writing that children can take home • Get children library cards and introduce the habit of visiting the library.

Pupil Premium Funding for 2017 - 18 £165,000						
	2016 - 2017 ACTION PLAN	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES £165,000	RESPON SIBILITY	TIME SCALE
1.	Raise achievement for	<ul style="list-style-type: none"> • Specialised teacher to deliver KS1 phonics reading intervention 	<ul style="list-style-type: none"> • Achievement in all subjects is in line/ exceeds national 	£26,100	Deputy Head SLT Subject	Termly tracking of assessm

	disadvantaged pupils in all subjects, with a focus on reading	targeted at disadvantaged pupils. <ul style="list-style-type: none"> • Additional reading resources to be provided • Embed guided reading and provide support • Targeted support for disadvantaged (boosters) 	average in all key stages. <ul style="list-style-type: none"> • Achievement of disadvantaged pupils in line with other pupils. 		leader for English and Mathematics	ent Pupils' work & displays Dec '16 Results 2017
	Rationale for chosen approaches	Reading is an area requiring development at St Mary's and so the school is investing in additional staff to provide small group intervention specifically to target pupil premium. This includes small groups, targeted one to one support 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	RESPONSIBILITY	TIME
2.	Ensure that all disadvantaged pupils have access to quality first teaching	<ul style="list-style-type: none"> • Grouping pupils in small yeargroup 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.) 	£55,100	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 yeargroups. 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	<ul style="list-style-type: none"> • Implement Mathematics Mastery in Year 3 • Invest in high quality 	<ul style="list-style-type: none"> • 90% of disadvantaged pupils to make 	£3500 £500	Exec. Head Governors	December 2016

	Mathematics	resources for the teaching of Mathematics, including access for mathematics portal online for all pupils	<p>expected progress (or more).</p> <ul style="list-style-type: none"> 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 	£1441 (Total: £5441)		
	Rationale for chosen approaches	(Sutton Trust: Mastery Learning +5 months; Digital Technology +8 months)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
4.	To provide greater access to technology for disadvantaged pupils	<ul style="list-style-type: none"> Access to before school use of computers Improved access to technology to facilitate learning 	<ul style="list-style-type: none"> Pupils able to access similar learning opportunities to peers through greater access to computers in school 	Wireless £10,000 Laptop set £12,000	Exec. Head Teachers	Ongoing
	Rationale for chosen approaches	Issues with digital divide for disadvantaged children.				
		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 and for other trips depending on need (focus on children with FSM). 	<ul style="list-style-type: none"> Pupils from Nursery to Year 6 to have specialist teaching Lunch time clubs/ after school to be attended by disadvantaged High attendance on school trip of disadvantaged pupils 	£39,950 (Additional PPA staff) £1000 (support for trips and activities, after school club participation)	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 	<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 	£5041	Class Teacher Attendance Officer Office manager	Ongoing

		reported to Brent so it will be followed up • End of year trip for 100%	absenteeism			
	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.				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
7.	Identification and monitoring of needs and impact of support	<ul style="list-style-type: none"> • Half-termly monitoring of standards and progress of this group • Leading meetings with teachers to focus on attainment. • Dedicated time to support, hear read. • Leadership time to ensure focus on disadvantaged. 	<ul style="list-style-type: none"> • Disadvantaged children to make good or better progress • Attainment gap with peers to close. 	£6089	DHT	Weekly/half termly
	Rationale for chosen approaches	Ensure there is a close link between needs and support provided. Ongoing monitoring of the strategy and the outcomes. Need to hold all staff to account for outcomes.				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
8.	Use of additional private Educational Psychologist	<ul style="list-style-type: none"> • Early identification of needs and support for disadvantaged • Need to target support promptly. 	<ul style="list-style-type: none"> • Children are seen quickly and needs established. • Link to external agencies promptly for support 	£4500	SENCO	
	Rationale for chosen approaches	Need for prompt identification and support so that school knows how best to support the individual learning needs.				
	TOTAL COST:	£165,221				