
St. Mary's Catholic Primary School, Penzance 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, 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	2017-2018	Total PP budget	£71,860	Date of most recent PP Review	7th February
Total number of pupils	156	Number of pupils eligible for PP	56	Date for next internal review of this strategy	January 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
29 (19%)	26 (17%)	0	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	9 (6%)	1 (1%)	8 (5%)	0	0
Year 5	14 (9%)	6 (4%)	7 (4%)	0	1 (1%) CIR
Year 4	5 (3%)	3 (2%)	2 (1%)	0	0
Year 3	6 (4%)	3 (2%)	3 (2%)	0	0
Year 2	9 (6%)	7 (4%)	2 (1%)	0	0
Year 1	9 (6%)	5 (3%)	4 (3%)	0	0
Reception	4 (3%)	4 (3%)	0	0	0
Total	56 (36%)	29 (19%)	26 (17%)	0	1 (1%)

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National (2016)</i>
% achieving expected standard or above in reading, writing and maths	40%	64%	60%
% achieving expected standard or above in reading	60%	64%	72%
% achieving expected standard or above in writing	70%	71%	76%
% achieving expected standard or above in maths	50%	71%	75%
Progress score in Reading		1.7	
Progress score in Mathematics		0.6	
Progress score in Writing		4.6	
% achieving expected standard or above in reading at KS1	67%	63%	76%
% achieving expected standard or above in writing at KS1	50%	68%	68%
% achieving expected standard or above in maths at KS1	67%	63%	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
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B.	Social and emotional resilience
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External barriers (issues which also require action outside school, such as low attendance rates)

C.	Engagement and motivation of PP group
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D.	Attendance of PP group
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. 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	2017/18			
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	1:1 TA support for individual pupil. Targeted pupils in KS2 will have intervention aimed at maximising their progress.	Additional TA to enable more personalised learning has been put in place. Progress is monitored closely and child is	Clear baseline to be recorded before the 1:1 interventions begin. Termly assessments and progress in terms of statements	JB (SENDCo)

and Maths		given timely and precise feedback to maximise progress. Sutton trust: Feedback +8 months; Small group tuition +4 mths;	achieved are 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.	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£9,174
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.	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	DB, JB (Head Teacher, Assistant Head)

		Sutton trust: Feedback +8 months; Small group tuition +4 mths;	interventions put in place as needed. Group/ 1:1 interventions recorded in conversation with the class teacher.	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£16,302
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.	Additional TA hours for Thrive Intervention, Nurture Group Intervention, to support quality first teaching interventions and personalised learning.	<p>Teaching assistants 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. TA to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.</p> <p>Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</p>	<p>TA will be attending Emotional Literacy Support Assistant Training. Another Thrive practitioner will be assessing children across the school. SENDCo will liaise with TAs to ensure that provisions of children are met and that their progress is recorded. SENDCo will also monitor TAs and provide feedback on their practice. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys. Termly progress data.</p>	JB, (SENDCO)

Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£32,930
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
<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.</p> <p>Children to make expected or better progress in Reading, and Writing across the school.</p>	<p>Active Learn 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.</p>	<p>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.</p> <p>Sutton trust: Reading comprehension strategies +5 mths, Parental involvement +3 months, Phonics +4 mths, Oral Language Intervention +5 mths. Digital Technologies + 4mths.</p>	<p>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.</p>	<p>RP (English Lead)</p>
<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment</p>	<p>RMEasiMaths subscription To support and motivate children's Maths across the whole school.</p>	<p>Effective monitoring and ongoing assessment of RMEasiMaths will enable the children to make accelerated progress. Progress is maximised where independent learning is secure. The learning</p>	<p>Ongoing assessment and monitoring will ensure that children are accessing the scheme and making good or better progress. Maths progress will be analysed in all year</p>	<p>SS (Maths Lead)</p>

and progress. Children to make expected or better progress in Reading, and Writing across the school.		resource is carefully matched to the children's needs, ensuring that progress is maximised. Sutton trust: Digital Technologies + 4mnths.	groups and trends will be identified.	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3000
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 <ul style="list-style-type: none"> Questioning and next step learning (AfL) 	AfL is a continual focus for staff training. Marking and feedback has a measurable impact on children's learning and progress. Children actively respond to high quality marking and feedback. There is staff awareness of aspects of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on marking and feedback enables children to progress- this is demonstrated through next step marking and children's response to the marking. A range of thinking skills and question types are used to	The impact of the use of the marking, feedback and questioning will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths. Staff have an hour's weekly feedback sessions with the pupils.	DB (Head Teacher)

		<p>promote higher order thinking.</p> <p>Sutton trust: Feedback +8 months, Mastery learning +5 mths</p>		
<p>Children make expected or better progress in reading, writing and maths</p>	Maths Mastery Learning	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>Sutton trust: Mastery learning +5 mths</p>	<p>The impact of the use of the mastery learning will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths. Teachers will attend training and receive support from outstanding schools and cascade this information to the rest of the team.</p>	SLT, MLT
Outcomes of Mid-Year Review:				
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
<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>School visits</p> <p>A percentage of the cost of the residential trips are subsidised</p>	<p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>Sutton trust: Sports</p>	<p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.</p>	JB (Assistant Head)

		Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths		
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)
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1900
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff lead

outcome		rationale for this choice?	implemented well?	
Children will become more resilient, secure and confident	Educational Psychologist	<p>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.</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</p>	<p>The SENDCo, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.</p> <p>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.</p>	JB (SENDCo)
Children will become more resilient, secure and confident	Breakfast Club	<p>Children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes.</p> <p>Sutton trust: Parental involvement +3 months, Social and emotional aspects of learning +4 mths</p>	<p>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.</p>	DB (Head Teacher)
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£5640

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	<p>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.</p> <p>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</p>	<p>The progress in steps and statements of all children will be closely tracked through Target Tracker.</p> <p>Records of oral feedback sessions will be evidenced in children's books and used to inform future planning for the teacher.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	DB (Head Teacher)
Children make expected or better progress in reading, writing and maths	Feedback through use of Target Tracker, PIRA and PUMA Assessments.	<p>The school-wide assessment and tracking system will enable teachers to track progress and set targets based on the curriculum.</p> <p>Sutton trust: Feedback +8 months, Digital Technologies + 4mnths.</p>	<p>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.</p>	DB, (Head Teacher)
Outcomes of Mid-Year Review:				
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.