**Pupil premium strategy statement 2016-2017**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | | | |
| **School** | St Catherine of Siena Catholic Primary School | | | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** |  | | **Date of most recent PP Review** | | N/A |
| **Total number of pupils** | 278 | **Number of pupils eligible for PP** | 26 | | **Date for next internal review of this strategy** | | Sept 2017 |
| 1. **Current attainment (July 2016)** | | | | | | | |
| KS2 - 8 children KS1 - 6 children Y1 – 4 Children | | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* | |
| **KS2 % achieving ARE in reading, writing and maths** | | | | 50% | | 60% | |
| **KS2 Reading average progress score:** | | | | -0.21 | | 0 | |
| **KS2 Writing average progress score:** | | | | 4.61 | | 0 | |
| **KS2 Maths average progress score:** | | | | 1.92 | | 0 | |
| **KS1 % achieving ARE in reading, writing and maths** | | | | 33% | | 60% | |
| **Year 1 Phonics Pass** | | | | 50% | | 70% | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **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)* | | | |
|  | | PP children’s vocabulary is generally not as developed as non-PP (including more able PP). This is a barrier to progress in reading, particularly at KS2. | |
|  | | PP children are not developing their phonic skills sufficiently, as evidenced by rate of passing Phonics Screening and KS1 reading assessment. | |
| **C.** | | Higher ability PP children are making less progress than other higher attaining pupils across KS2. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for PP pupils is lower than non PP. This reduces their school hours and causes them to fall behind. | |
| **E.** | | Significant losses in some PP children’s lives have impacted significantly on their emotional wellbeing and ability to engage with learning. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve vocabulary for PP pupils in KS2. | | Pupils eligible for PP make rapid and sustained progress in KS2 in Reading, so that the gap between them and their peers is diminished. |
|  | Improved application of phonic skills for PP children in Year 1 and those who did not pass the Phonics Screening in Year 2. | | All pupils pass the Phonics Screening or retake. |
|  | Higher rates of progress across KS2 for high attaining pupils eligible for PP. | | Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability across KS2. |
|  | Increased attendance rates for pupils eligible for PP. | | Reduce the number of persistent absentees among pupils eligible for PP. |
|  | Pupils will have improved emotional wellbeing and therefore be better able to access the curriculum and make progress. | | Improved emotional state of identified PP children (judged by S&D questionnaire). |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016/17** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. **Improved vocabulary in KS2.** | Investment in Accelerate Reader scheme and banding of all books across KS1 & KS2, including free readers, to ensure pupils are reading at the correct level and are sufficiently challenged. Support for parents in selecting appropriate texts.  Purchase of First News & Textmarker and use of this in guided reading and homework to improve cross-curricular vocabulary. | EEF rates Accelerated reader as having the potential to impact well on pupil outcomes, particularly for FSM.  Whole school approach is an effective way to improve attainment across all pupils, but particularly PP. | Investment in training of ‘core’ group to facilitate implementation. TA specific training on banding of books to ensure consistency.  Teacher training on utilising outcomes of reporting to feed into future planning.  PPD to ensure parents understand how to use AR to support their child’s reading development. | GW | September 2017 |
| 1. **Improved progress for HA pupils.** | Staff training on high quality feedback.  Staff training on metacognition and growth mindset. | PP money invested in longer term change which will help all pupils. EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as an approach that we can embed across the school.  Metacognition and growth mindset principles have been proven to improve pupils attitudes towards learning and increase rates of progress (+8 months). | Use INSET days to deliver training, particularly to new staff.  Peer observation of colleagues to embed learning.  Adaptation of school marking and feedback policy in light of training. | Deputy Head | September 2017 |
| 1. **Improved outcomes for all PP pupils through QFT which takes into account overcoming barrier to learning.** | PP teacher to mentor and support staff (particularly NQTs and SD) with a focus on raising standards in Reading and Writing. Training on how to overcome barriers to learning to ensure PP children are well supported through planning and delivery of the curriculum.  Support of Reading Reps programme (peer to peer reading support). | EEF indicates Reading Comprehension strategies (+5 months) and Peer to Peer learning (+5 months) are very effective at accelerating progress.  Oral Language approaches important.  QFT key to all pupils making progress. Targeted support of inexperienced staff will ensure PP pupils on track continue to make expected or better progress and help diminish any difference. | PP Teacher to have dedicated time to mentor SD & NQT including through team teaching, Los, joint planning and marking (ensuing feedback is effective).  Half-termly monitoring of Reading Rep programme to assess impact. | PP Teacher (CW) | Half-termly |
| **Total budgeted cost** | | | | | £30,000  (Including PP teacher time and time out of class/cover for staff development/training) |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B Improved phonics application in KS1. | 1:1 and small group provision of intervention by experienced HLTA. | EEF ‘Making the Best Use of Teaching Assistants’ Report, published in Spring 2015, suggests that when TAs are well trained and used in structured settings, with high quality support they can make a noticeable impact on pupil learning. Some students need targeted support to catch up and extremely experienced and well trained HLTA is trained in interventions to support this. | Organise timetable to ensure that staff delivering provision have sufficient preparation and delivery time. | HLTA (GP) | Termly Pupil progress meeting to review progress against ARE outcomes.  Monitored half-termly as phonics provision tracked. |
| C Improved progress for more able PP. | 1:1 and small group teaching by experienced PP teacher. | We want to provide extra support to maintain high attainment.. EEF identifies 1:1 support as an effective way to improve attainment. PP teacher is an experienced and dedicated practitioner who is adept at identifying gaps, overcoming barriers to learning and working with class teachers to ensure quality first teaching and that PP targets are supported in class, not just through intervention. | Organise timetable to ensure that PP teacher has sufficient preparation and delivery time. | PP Teacher (CW) | Termly LOs/LWs of CTs to ensure QFT and support of PP.  PP Gov Monitoring of dedicated PP teacher impact.  Termly pupil progress meetings. |
| E Improved emotional state of PP children. | Rainbows programme delivered to children who have suffered a significant loss in their lives. | The 2010 White Paper for schools expects that schools will continue to support children and young people’s health and wellbeing because pupils cannot learn if they are unwell, unhappy or struggling with what is going on in their family life. (See ‘Better Mental Health Outcomes for Children and Young People). | Whole staff training on supporting pupils who have suffered a bereavement or loss.  Specific training for coordinator and facilitators.  Timetabling to ensure facilitators (HLTAs) are able to effectively deliver the Rainbows Programme. | CW | July 2017  Strengths & Difficulties Questionnaire to feed into review of impact. |
| **Total budgeted cost** | | | | | £10,000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D Improve attendance rates for pupils eligible for PP | Monitor pupils and follow up quickly on absences.  Offer Wrap Around Care before and after school to help support families who are working and finding childcare an issue. | We cannot improve attainment for children if they are not in school. NFER briefing for school leaders identifies addressing attendance as a key step. | PP teacher to oversee attendance of PP pupils and follow up letters with meeting with HT. | PP teacher | July 2017 |
|  |  |  |  |  |  |
| **Total budgeted cost** | | | | | £3,000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-2016** | | |
| 1. **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** |
| Improve writing in key stages1 and 2 | Staff trained in use of SMB materials –steps to success stickers, magpie nests, self and peer assessment stickers and next step questions. | High: Observed impact on attainment for all children not just PP. WBS evidence pupils using metacognition through peer and self-assessment and next step questions. Success criteria met. | Staff were positive about the training and believe it has impacted on pupils’ attitudes to writing. HIP rated provision as Outstanding largely due to impact of marking and feedback on accelerating progress in writing. We will continue to implement this feedback and marking strategy and monitor pupils’ response. | £20,000 |
| 1. **Targeted support** | | | | |
| **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** |
| Improved Year 6 Literacy | 1:1 .delivered by qualified teacher | High: increased progress amongst participating children compared to peers. Success Criteria met. | This was an effective approach when the focus area was determined by the CT in pupil progress meetings. We will continue next year.  r. | £30,000 |
| 1. **Other approaches** | | | | |
| **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** |
| Improved participation in the wider life of the school. | School paying for specialist music lessons, external PE provision during and after school, trips (including residential) and other extra-curricular activities. | Low: Good for targeted pupils who would otherwise not have taken part in residential trips for financial reasons. | Not deemed appropriate as a general offer to all, greater impact where pupils have been identified as otherwise being at risk of missing significant opportunities for holistic growth. | £10,000 |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above. |