
St Catherine's Catholic Primary School Bridport 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	24,740	Date of most recent PP Review	July 2018
Total number of pupils	180	Number of pupils eligible for PP	17 at Autumn 18 28 at Mid year review	Date for next internal review of this strategy	Termly with Progress Meetings

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
17 26	1	1	

Current Academic Year 11 extra to be added at mid year review
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3 6				
Year 5	3 4				
Year 4	2 3				
Year 3	2 3				1
Year 2	5 6				
Year 1	1 2				
Reception	1 4				
Total	17 28	17 26	1		1

11 more children have been put onto our register since Autumn 2018 The funding for these children will reach the school in September 2020

2. Current achievement

End of KS1 & 2 Attainment for: 2017-2018	Pupils eligible for PP	Pupils not eligible for PP 20	
		School	National
% achieving expected standard or above in reading, writing and maths	60%	57%	61%
% achieving expected standard or above in reading	80%	69%	79%
% achieving expected standard or above in writing	80%	79%	76%
% achieving expected standard or above in maths	60%	69%	77%
Progress score in Reading		-1.8	
Progress score in Mathematics		-2.1	
Progress score in Writing		-1.2	
% achieving expected standard or above in reading at KS1	100%	68%	76%
% achieving expected standard or above in writing at KS1	100%	64%	68%
% achieving expected standard or above in maths at KS1	100%	80%	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*)

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|-----------|---|
| A. | PP with high level additional needs. 47% of Pupil Premium are on the SEND register, with 20% of the register being made up of Pupil Premium Pupils 40% of EHCP's are Pupil Premium pupils . |
| B. | Secure grasp of basic skills and being able to apply them in new contexts |
| C. | Social and Emotional Resilience of pupils – not independent learners, lack of resilience when faced with challenge |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|-----------|---|
| D. | Multi agency working and access to a range of services due to raised thresholds for early help access |
| E. | Lack of wider opportunities – closing the vocabulary gap. |
| F. | There has been a tendency towards low aspirations |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make expected or better progress in reading, writing and maths from their individual starting point	<ul style="list-style-type: none">• Pupils in receipt of PP funding will make at least expected progress from their individual starting point.• Pupils will know the next steps in their learning• Progress will be evident in their books• The gap between underlying abilities and attainment will have a direct correlation and pupils will reach their potential
B.	Pupils will develop metacognitive strategies to plan, monitor and evaluate themselves and their learning.	<ul style="list-style-type: none">• Enabling pupils to self- regulate socially and emotionally and apply skills to improve outcomes• Ability to be self-aware• Knowledge of task, strategy, self• Beginning to apply to planning, monitoring and evaluation
C.	Pupils have greater resilience, more confident and secure	Evidence of: <ul style="list-style-type: none">• Engagement in lessons• Taking responsibility• Response to feedback• relishing challenge• Active learning
D.	Pupils will be fully included within all aspects of school life	Engagement in all aspects of school life attendance at after school activities, trips

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
Language Development and specific needs met leading to improved attainment	Bespoke Speech and Language Programmes Literacy programmes Quality First Teaching Conferencing (where possible)	Individual Need following professional assessment Improved outcomes and self esteem	Regular reviews with Speech and Language Service Reviews Outcomes Pupil Progress Meetings	Class teacher SENCO
Improved progress and attainment 1:1 support provided in class where appropriate.	Precision Teaching –scoop up sessions following lesson Quality First Teaching Conferencing (where possible) Discrete classroom support	Trialled in 2016 /2017 evidenced in improved standards Precision Teaching directly targets immediate need Independence application	Pupil Progress Meetings Outcomes from PIRA and PUMA tests Marking and feedback support given through quality first	Class Teachers SLT

			teaching, conferencing. This is rigorously monitored following the programme in place. PP Lead to monitor. SLT monitor through lesson observation/ Learning walks.	
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Outcomes of End of Year Review: Early identification of underdeveloped language skills and programmes to support is giving pupils a greater chance of making required progress. SALT programmes provided by the SALT service, tailored to the individual child. 2/ 10 children discharged; 6/10 ongoing SALT programme. Booster groups for phonics – 82% Y1 children passed; 86% children passed by end of Y2.

Total Planned Expenditure: £3,236

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
Pupils have greater resilience, more confident and secure	Questioning and delivery in the classroom Emotional Literacy Support Sessions Ability to access Dorset Family Matters Counselling Service Sensory Inputs	Based on attachment theories and Nurture Group Principles and working in conjunction with Educational Psychologist	Drop In's and Observations Entry and Exit questionnaire Reduced entries on My Concern/ CPOMS Raised Application and Attainment	SLT ELSA support staff External agency

Outcomes of End of Year Review: "Pupils are adamant that they are safe in the school. This view is also supported by a large proportion of parents who completed Ofsted's online survey, Parent View. Pupils say that they feel safe, and that there are staff whom they can go to when they have concerns. The very large proportion of pupils who completed the pupil survey also say they feel safe in school." Ofsted June 2019

Total Planned Expenditure: £ SEE E

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												
To meet ARE in Key Stage 2 Statutory Assessments	Targeted booster sessions linked to ongoing assessment /scoop up Teaching assistant time		Class Tracking Progress Reviews	Year 6 SLT												
Outcomes of End of Year Review: Whole school 54% of PP pupils are working at age related expectations in Reading 61% of PP pupils are working at age related expectations in Writing 70% of PP pupils are working at age related expectations in Maths			<table><tr><th>KS2 2018-19</th><th>PP children</th></tr><tr><td>Reading</td><td>33%</td></tr><tr><td>Writing</td><td>50%</td></tr><tr><td>Maths</td><td>67%</td></tr><tr><td>GPS</td><td>50%</td></tr><tr><td>RWM</td><td>33%</td></tr></table>	KS2 2018-19	PP children	Reading	33%	Writing	50%	Maths	67%	GPS	50%	RWM	33%	
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Tracking progress and attainment of groups of pupils (including PP) has been an area of focus for the school and will remain																
Total Planned Expenditure:				£1,134												
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												
Pupils have greater resilience, more confident and secure	Questioning and delivery in the classroom Emotional Literacy Support Sessions Ability to access Dorset Family Matters Counselling Service	Based on attachment theories and Nurture Group Principles and working in conjunction with Educational Psychologist	Drop In's and Observations Entry and Exit questionnaire Reduced entries on My Concern/CPOMs Raised Application and Attainment	SLT ELSA support staff External agency												
Outcomes of End of Year Review:																

Learning behaviours and pupil engagement is an area of focus for the school and will remain Due to referrals being made through Early Help several of our vulnerable children have been supported, in addition to regular blocks of ELSA.				
Total Planned Expenditure:				£1,134
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
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
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
ELSA staff have emotional resilience and are therefore better equipped to support vulnerable pupils	Supervision for delivery of specific ELSA programmes	Best practice as outlined by psychology reviews	Attendance at supervision meetings is mandatory if this intervention to be carried out	SLT ELSA Staff
Outcomes of End of Year Review: ELSA staff are utilising the increasing knowledge and skills learnt at supervision to enhance provision for the children				
Total Planned Expenditure:				£400
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead

			implemented well?	
Promoting individual talents	Involvement in specific events within locality.			
Promoting engagement and aspiration	Whole school award system	Pupils' response	Ongoing in weekly celebration assembly	All staff
Outcomes of End of Year Review: Vulnerable pupils are showing increased engagement in school life; 56% of KS2 pupils receiving PP attend after school clubs. Celebration assembly regularly celebrates a range of achievements from all children.				
Total Planned Expenditure:				£ Admin Time
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
Ready to learn	Breakfast Club is available	EEF research	This is available if families need it	SLT
Full inclusion all aspects of school life	Trips and uniform		Information	
Outcomes of End of Year Review: Currently each child is offered a school cardigan per year - £12-£13 - £336 Residential trips for older children are either £160 or £260 and ideally a percentage of this should be paid from PP funding to support the families. There are 10 children who are going on a residential trip. Non-residential trips during the school year are currently free for all pupil premium pupils. This is not sustainable if we want to contribute a percentage of a residential trip to support families. It is proposed going forward that 50% of the cost of the school trip is offered from Pupil Premium grant to families with one child and 75 % with more than one child. This will free up more money to support residential trips. ACTION Needed - A letter needs to go to parents to let them know of the change. Currently there is insufficient money in this section of the strategy to provide the support it intends.				
Total Planned Expenditure:				£1,800

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
Improved progress and attainment	Precision teaching – scoop up sessions following lesson	Trialled in 2016/2017 evidenced in improved standards Precision teaching directly targets immediate need	Class progress reviews Outcomes from PIRA/PUMA teats. Marking and feedback support given through quality first teaching, conferencing.	Class Teachers Phase Leaders SLT
Outcomes of End of Year Review:				
Total Planned Expenditure:				£16,784

6. Additional detail
<p>See Internal Evaluation</p> <p>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.</p>