**St. Mary’s Catholic Primary School, Bodmin- 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.

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £59,110 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 198 | **Number of pupils eligible for PP** | 39 | **Date for next internal review of this strategy** |  |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 28 | 11 | 0 | 0 |

**Current Academic Year**

**(Percentages are for each cohort and the totals across the school)**

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 29 | 5 | 1 | 0 | 0 |
| Year 5 | 26 | 3 | 6 | 0 | 0 |
| Year 4 | 28 | 7 | 1 | 0 | 0 |
| Year 3 | 28 | 5 | 1 | 0 | 0 |
| Year 2 | 25 | 3 | 1 | 0 | 0 |
| Year 1 | 30 | 2 | 1 | 0 | 0 |
| Reception | 30 | 3 | 0 | 0 | 0 |
| Total | **196** | **28** | **11** | **0** | **0** |

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| 1. **Current achievement** | | | |
| **End of KS1 & 2 Attainment for: 2016-2017** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing and maths |  | **51** | **61** |
| % achieving expected standard or above in reading | **57** | **60** | **71** |
| % achieving expected standard or above in writing | **50** | **54** | **76** |
| % achieving expected standard or above in maths | **57** | **60** | **75** |
| Progress score in Reading |  | **+0.7** |  |
| Progress score in Mathematics |  | **-0.5** |  |
| Progress score in Writing |  | **-3.2** |  |
| % achieving expected standard or above in reading at KS1 | **67** | **79** |  |
| % achieving expected standard or above in writing at KS1 | **67** | **69** |  |
| % achieving expected standard or above in maths at KS1 | **50** | **76** |  |

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| 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)* | |
|  | Gaps in learning and understanding in key areas of Maths and Writing and confidence to apply learning in other contexts. |
|  | A need to make more effective use of approaches to collaborative learning. |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Behavioural, Social and Emotional challenges at individual, group and class level. |
|  | Children have limited awareness of themselves as learners and limited motivation towards learning. |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Gaps in learning and understanding in Maths and Writing.  To pursue learning content with clearly specified objectives, until they are achieved.  Data tracking of disadvantaged pupils, using Target Tracker  Pupil progress meetings  Pupil conferencing and surveys about their learning | Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.  Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths. |
| **B.** | Effective use of approaches to collaborative learning.  Carefully designed tasks to include approaches that promote talk and interaction between learners. | Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.  Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths. |
| **C.** | Behavioural, social and emotional challenges.  Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities. | A decrease in problematic behaviours will result in academic performance improving and the difference between disadvantaged pupils and other pupils nationally diminishing. |
| **D.** | Limited awareness of themselves as learners and limited motivation towards learning.  Children will have a repertoire of strategies to choose from during learning activities. These will help learners to think about their learning more explicitly. | Learners will be able to choose from a variety of strategies during their learning, which will help them to motivate themselves. They will be able to monitor and evaluate their own academic development. This will lead to the difference between disadvantaged pupils and other pupils nationally diminishing. |

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| 1. **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** |
| Gaps in learning and understanding in Maths and Writing:  To pursue learning content with clearly specified objectives, until they are achieved.  Disadvantaged children to make accelerated progress, removing the barriers from previous underachievement. | Whole school approach to develop quality first teaching.  Deputy head teacher to hold coaching sessions with teachers.  Pupil progress meetings every half-term.  Pupil conferencing.  Monthly accelerated tracking tool to ensure every child is making progress. | **Mastery Learning- EEF research**  Moderate impact for very low cost. (+5 months  impact)  Following a review of Maths across the school in  June 2017, it was clear that the ‘Maths Makes Sense’  scheme was not deepening pupils’ conceptual  understanding and dealing with misconceptions  effectively to prevent gaps in knowledge.  Progress measure for writing at KS2 in 2017 was  -3.2. | | | | Pupil progress meetings  Analysis of data  Evidence in children’s work | | AM  LD |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  Teachers to be released for pupil conferencing: £3360, Two additional T.As: £24, 024 | | | | | | | **£27,384** | |
| **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** |
| Gaps in learning and understanding in Maths and Writing:  To pursue learning content with clearly specified objectives, until they are achieved.  Disadvantaged children to make accelerated progress, removing the barriers from previous underachievement. | Structured conversations to be held with parents and children as part of ‘Achievement for All’ programme.  Three children in each class from Y1-Y5.  One conversation held for each child every half term.  Individual targets will be made for each child to address barriers to learning. | | **Mastery Learning- EEF research**  Moderate impact for very low cost. (+5 months  impact)  The ‘Achievement for All’ programme pulls together all the school staff members and all the interventions and support to ensure joined up thinking for ALL pupils. Our own Achievement Coach provides tailored support for our school, to evaluate, refine, innovate and monitor the impact of educational and pastoral practices and interventions across the school. | | Focus children will be monitored closely to ensure individual targets are being met.  **Data meetings** will show accelerated progress for these children.  Regular contact with our **achievement coach** will ensure the programme runs smoothly. | | | LD  KH |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  Cost of programme: £3000, 2.5 days’ supply every half term to enable structured conversations: £2400, T.As to attend training after school: £250 | | | | | | | | **£5650** |
| **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** |
| Behavioural, social and emotional challenges.  Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities. | ‘Emotional First Aid’ training for three staff members. (6 x3.5 hour sessions each).  This will support children individually to enable emotional expression and the development of helpful strategies to overcome emotional distress. | | **Behaviour Interventions- EEF research**  Moderate impact for moderate  cost. (+3 months impact)  EFA is an award-winning  Programme with over 100 years  experience in the NHS.  We recognise the need for  continued improvement in  learning behaviours across the  school. A small minority of  disadvantaged pupils’ behaviour  and attitude towards themselves  and others can cause  disruptions to their own and  others’ learning. | Knowledge of how to create a healthy emotional environment will help to reduce the risk of emotional distress.  Early signs of emotional distress will be identified and strategies put in place to help dissipate the distress. | | | | AM  LD |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  Cost of course: £300, Cost of supply: £480 | | | | | | | | **£780** |
| **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** |
| Effective use of approaches to collaborative learning.  Carefully designed tasks to include approaches that promote talk and interaction between learners. | Deputy head to run weekly booster sessions for the following groups:  Y3 writing (50% PP children below ARE)  Y3 maths (50% PP children below ARE) 5 points progress last year.  Y4 writing (63% PP children below ARE) 5 points progress last year.  Y5 writing (89% PP children below ARE)  Y5 reading (67% PP children below ARE) 5 points progress last year. | | **Collaborative Learning- EEF research**  Moderate impact for very low cost.  (+5 months impact)  This approach works well with strategies for meta-cognition and self-regulation. | **Data meetings** will show accelerated progress for these children to ensure they meet ARE. | | | | LD |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | | **£0** |
| **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** |
| Behavioural, social and emotional challenges.  Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities. | ‘Social and Emotional Learning’ (SEL) programmes and behaviour interventions:    Lunchtime activities now far more focused to offer the children a variety of structured activities outside. Year 5 children leading the activities in each play zone.  Lunchtime now finishing 15 minutes earlier. This time is dedicated time after lunch to focus on PSHE and any social issues that may have arisen at lunchtime. | | **Behaviour Interventions- EEF research**  Moderate impact for moderate  cost. (+3 months impact)  We need to improve disadvantaged pupils’ learning behaviour in the classroom. | A positive play culture will be evident at lunchtimes.  Learning walks, showing children more engaged in their learning after lunch.  Pupil conferencing | | | |  |
| Behavioural, social and emotional challenges.  Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities. | Groups or classes to work with Forest School leader to develop key social and emotional skills to prepare them for learning behaviours in the classroom. | | **Outdoor and adventure learning- EEF research** Moderate impact for moderate cost. (+4 months impact) | Teacher or T.A. to accompany children on their forest school work.  Challenging behaviour will be reduced in the classroom and on the playground. | | | | AM  SL |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  **£150 a day forest schools work** | | | | | | | | **£5850** |
| **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** |
| Gaps in learning and understanding in Maths and Writing:  To pursue learning content with clearly specified objectives, until they are achieved. | High quality resources to inspire and engage learners.  Subscriptions to:  Espresso  iXL for Y6  Purchase of CGP books for Maths and English for Y6  RWI resources | | **Mastery Learning- EEF research**  Moderate impact for very low cost. (+5 months  impact)  Children will have access to high quality resources in order to achieve the objectives set for each year group. | | Planning scrutinies  Learning walks and lesson observations  Evidence in children’s books  Pupil conferencing about their learning in maths and writing | | | AM  LD |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  RWI training: £260, Espresso subscription: £1100, CGP books: £500, iXL £300 | | | | | | | | **£2160** |
| **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** |
| Limited awareness of themselves as learners and limited motivation towards learning.  Children will have a repertoire of strategies to choose from during learning activities. These will help learners to think about their learning more explicitly. | The ‘Growth Mindset’ and ‘6Ps’ approach to learning will be embedded throughout the school and across the curriculum.  Professional development meetings will be held to provide staff with the opportunity to consider the strategies available for children to choose from during learning activities. | | **Meta-cognition and self-regulation- EEF research**  High impact for very low  cost. (+8 months impact)  We need to provide our disadvantaged pupils with a repertoire of strategies to choose from during learning activities, being able to master the skill of ‘learning to learn’.  We also recognise the importance of fostering a love of learning. | Through learning walks and lesson observations, children will demonstrate a variety of strategies that help them to learn.  When pupil conferencing, children will be able to talk about their learning and show an awareness of how they learn best. | | | | AM  LD |
| Gaps in learning and understanding in Maths and Writing:  To pursue learning content with clearly specified objectives, until they are achieved. | Year 4 T.A. to be trained in RWI, in order to support the children still needing phonics input. | | 63% of disadvantaged Y4 children working below ARE in writing.  T.A. will be able to provide further phonics support to this group. | Planning for Y4 to indicate provision for this group of disadvantaged children. | | | |
| Gaps in learning and understanding in Maths and Writing:  To pursue learning content with clearly specified objectives, until they are achieved. | INSET at beginning of the year focussed on Maths. (Mark Dyson)  Alan Pete INSET~ November 3rd 2017. | | Following the review of Maths across the school in June 2017, Maths Makes Sense is now replaced with following the National Curriculum through AET and White Rose.  INSET day for all CAST schools to raise attainment in writing. | Planning scrutinies  Learning walks and lesson observations  Evidence in children’s books  Pupil conferencing about their learning in maths and writing | | | |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  RWI training: £260 | | | | | | | | **£260** |
| **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** |
| All children in year groups have access to educational visits and residentials which would be out of the financial limitations of some families. | Subsidised residential and school visits/enrichment activities. | | **Outdoor and adventure learning- EEF research** Moderate impact for moderate cost. (+4 months impact) | Impact evaluations from staff and children.  Quality of teaching and learning following the visit. | | | | AM  LD |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | | **£3150** |
| **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** |
| Behavioural, social and emotional challenges.  Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities. | We employ a Parent Support Advisor who works closely with disadvantaged families experiencing issues that may lead to behavioural challenges.  Her work also includes monitoring attendance and ensuring that every child has the best chance of attendance at school every day. | | The needs of individual families will be met quickly, reducing the risk of behavioural and emotional challenges for the child.  Attendance of disadvantaged children will increase as a result of our PSA monitoring daily and visiting families at home if necessary to bring the child to school. | Feedback from parents.  Attendance %  Reduction in challenging behaviours. | | | | AM  LD |
| Children who are eligible for FSM/PP to have access to breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day. | | This will provide a firm foundation for targeted children to be ready to learn and set for the day. | Evaluation of the impact that breakfast club is having on the performance of these children in class. | | | |
|  | School uniform to be subsidised for disadvantaged children. | | Children will feel emotionally more stable and more prepared for learning when wearing the correct clothing. |  | | | |  |
| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:**  **Breakfast Club: £2412, Uniform: £780** | | | | | | | | **£3192** |
| **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** |
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| **Outcomes of Mid-Year Review:** | | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | | **£48,426** |

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| 1. **Additional detail** |
| Our planned spending leaves £10,684. 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. |