

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|---|----------------------------------|--------|--|--------------|
| School | St Leos and Southmead Catholic Primary School | | | | |
| Academic Year | 2017/2018 | Total PP budget | 91,080 | Date of most recent PP Review | July 2017 |
| Total number of pupils | 213 Including Nursery | Number of pupils eligible for PP | 69 | Date for next internal review of this strategy | January 2018 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 48% | 64% |
| % making progress in reading | 57% | 100% |
| % making progress in writing | 57% | 64% |
| % making progress in maths | 57% | 82% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Emotional Well Being |
| B. | Limited Language/oral skills-implementing upon writing |
| C. | Ambition/motivation |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance, low income households, parenting skills, limited life experiences beyond Whiston, size of classrooms |

| 4. Desired outcomes | | |
|---------------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To improve the children's resilience sense of self worth and positive choices | Positive behaviour in lessons via lesson observation, positive lunchtime and parent questionnaires. |
| B. | Develop and improve children's language skills and in doing so improve the content of writing throughout the school. | Pupils eligible for pupil premium throughout the school make accelerated progress in writing. |
| C. | Children's and parents have ambition, are confident it can be achieved and value education. | Successful ambition program and children's university. |

| | | |
|-----------|--|--|
| D. | Parental support for positive attendance | Actions established to reduce persistent absence and improve attendance from the start to establish positive habits. |
|-----------|--|--|

| 5. Planned expenditure | | | | | |
|--|---|---|--|-----------------------|--------------------------------------|
| Academic year | 2017/18 | | | | |
| 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. | | | | | |
| i. 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? |
| New enriched learning environment for the early year's children. | Liaise with early years mentor, visit outstanding early years setting within authority and out of borough. Request external moderation. | External moderation visit and required outcomes. | Deputy Head Teacher placed in Early years setting for mornings. Team meetings, engagement with parents and report to governors | D.S. | May 2018 |
| Small group intervention/pre-teach impacts positively on children's progress. | To release deputy head teacher from classroom responsibility enabling a programme of specific booster/pre-teach. | Deputy head teacher, previous year 6 teacher fully aware of expectations for attainment/progress for all year groups – can therefore provide challenge/support for all staff, plans specifically for gaps in learning and teach. Accelerate progress and attainment. By using the DHT room providing more space to learn. Term 1 – staff have analysis of gaps in learning. This has been discussed at length with DHT to implement/pre-teach strategies. | Effective deployment of Teaching assistants, effective deployment of Deputy Head Teacher. SLT scrutinises planning and monitors the progress/attainment of children. | D.S. C.MCG J.G. | April 2018 |
| Key Stage Attainment continues to show and upward trend. More children achieving greater depth. | Teaching assistant delivers planned teaching activities enabling the teacher to work with below expected and expected. | Skilled teaching assistant can work with high ability groups of children enabling teachers to boost/escalate attainment of middle attainers. | Detailed planning for teaching assistant, monitoring tracking progress and attainment, questioning children. Governor challenge. | SP DL JG | Half termly assessment cycle. |
| Total budgeted cost | | | | | |
| ii. 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? |
|---|--|---|---|----------------------|--|
| Positive relationship established with nursery parents, attendance improves, parenting skills improve and children make progress. | Learning mentor and Nursery Teacher based in nursery and Reception, family learning programme. Early years team meetings embedded. | Quality parental engagement, positive relationships established from the start, improved attendance and early intervention when required. | Attendance data, parental engagement, learning journeys are valued by parents who contribute positively and weekly parental guidance. | DS EC LS MR | Half termly and review parental attendance at workshops. |
| | | | | | |
| Total budgeted cost | | | | | |
| iii. 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? |
| Improved attendance Punctuality and Health | Breakfast club free for identified pupil premium requiring pastoral support | Children in school early and fed. Exercise encouraged, positive start to the day. | Attendance and parental feedback | Ls | Termly |
| Raise Profile of inspiration/ambition | Children university | Different experience for children – motivational, parental proudness/celebration | Liaison with children's university co-ordinator. Pupil voice | JR | April 2018 |
| Emotional Wellbeing Fitness and team skills improved | Programme involving sports coaches | Skills developed/team skills Fitness increased- positive choices for free time Increased alertness in the afternoon | Monitoring children's choices/involvement | JG DS | |
| Cultural awareness and enjoyment increased | K.S.2 Cultural Trips | By the time the children reach Year Six they will have experienced five different cultural experiences | Programme of different cultural trips identified for each year groups with planned focus | JG | Autumn 2017 |
| Total budgeted cost | | | | | |

6. Review of expenditure

Previous Academic Year

i. 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 |
|-----------------|------------------------|--|--|------|
| | | | | |

ii. 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 |
|-----------------|------------------------|--|--|------|
| | | | | |

iii. 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 |
|-----------------|------------------------|--|--|------|
| | | | | |

7. Additional detail

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

In addition to this document that we are using for the first time we have continued to evaluate the use of the Pupil Premium funding allocated to our school. Copies of this are available on our website. As this is the first year in which we have utilised the pupil premium strategy we intend to complete section six in July 2018. Please See Pupil Premium impact statement on website.