

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.
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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.