

# ST PATRICK'S CATHOLIC PRIMARY SCHOOL & NURSERY

## Pupil Premium Strategy Statement 2017-2018

1. Summary Information					
School					
Academic Year	2017/2018	Total PP budget	£61990.00	Date of most recent PP review	July 2016 (Audit Completed)
Total number of pupils	208	Number of pupils eligible for PP	56 (inclusive LAC/Forces)	Date for next internal review of this strategy	August 2018

2. Current Attainment 2017		
KS2 (6 Disadvantaged Pupils)	Disadvantaged (PP,LAC,Forces)	All Pupils
% achieving Expected or above in Reading, Writing and maths	83% (Nat 67%)	85%(Nat 61%)
% making at least Expected or above in Reading	83%(Nat 77%)	85%(Nat 71%)
% making at least Expected or above in Writing	83%(Nat 81%)	85%(Nat 76%)
% making at least Expected or above in Mathematics	83%(Nat 80%)	93%(Nat 75%)
% making at least Expected or above in GPS	83%(Nat 82%)	85%(Nat 77%)
% making at least Expected or above in Science	100%(Nat 86%)	100%(Nat 82%)
READING - 6 Disadvantaged pupils Progress Score +1.34 (nat average non disadvantaged +0.33)		
READING – Of the 6 Disadvantaged 17% Achieved a Higher Standard 103.0 average scaled score (nat 105.4)		
WRITING - 6 Disadvantaged pupils Progress Score +2.74		
WRITING - Of the 6 Disadvantaged 17% Achieved a Greater Depth(21% Nat benchmark)		
MATHEMATICS - 6 Disadvantaged pupils Progress Score +2.92 (nat average non disadvantaged +0.28)		
MATHEMATICS – Of the 6 Disadvantaged 0% Exceeded the expected Standard		

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A</b>	<b>Weakness in learning behaviours – lack of independence and resilience</b>
<b>B</b>	<b>Delivery of appropriate interventions specific to individual needs – time constraints, attendance issues etc</b>
<b>C</b>	<b>Specific additional needs including those being supported as SEND</b>
<b>External Barriers</b>	
<b>D.</b>	<b>Low attendance rates Current Year 6 (94.2%) reduces their school hours and the continuity and success of interventions</b>
<b>E.</b>	<b>Emotional well-being of some PP children – Home circumstances – vulnerable families</b>

<b>4. Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A.</b>	School working towards Primary Mental Health Award – Building Resilience. School working towards AFA (Achievement for all) Focussing on Resilience and Growth Mind-set	Through the ‘Cornerstones’ Curriculum The <i>Engagement, Development Innovation and Express</i> elements will build Character and resilience. Through pupil interviews and reports from class teachers the evidence will be in line with the non PP children
<b>B.</b>	Support Workers are Key workers for particular individuals and groups. Know the individual children well and support them. Work closely with parents and families to facilitate timely interventions	Specific interventions enable PP children to close the gap between themselves and their peers. Closer tracking ensures whatever prior attainment the children make at least expected progress. Those below ARE catch up.
<b>C.</b>	Additional needs are supported effectively (including the medical needs). Pre teaching strategies and early morning “clubs” implemented	Children with additional needs are supported effectively through the schools SEND practice. 1 to 1, small group work, specific interventions closely monitored and tracked so that adjustments/quick targeted interventions can be adapted/changed. Children display ‘Can do attitude’ and become more confident in their own ability
<b>D.</b>	Increased Attendance Rates	Overall PP attendance is equal to that of others in the school at 95.2% or above.
<b>E.</b>	Emotional Well Being of children to be supported	Pupil Voice evidencing that children are better able to cope. Increased concentration more evident in class. Fewer ‘behaviour incidents’

5. Planned expenditure						
Academic Year	2017/2018					61990.00
Quality of teaching for all/Targeted support						
Desired outcome	Chosen Action/ approach	What is the evidence and rationale For this choice?	How will you ensure it is implemente d well	Staff lead	When will you review implementation ?	Cost £
To narrow the Attainment Gap between Disadvantaged and non- disadvantaged	Next step marking/ feedback All Classes	Sutton Trust +8 months	Rigorous monitoring – book scrutiny , learning walks , pupil conversation	AG LV	Termly	0
	Teaching staff					5030.15
	Support staff Support /Key workers					
Maintain the improved progress for higher attaining PP pupils ( KS2)	Supply Staff – To cover for management time for teachers to monitor – book scrutiny etc	To monitor feedback and measure impact				33713.41
	Raising maths Attainment -3 <sup>rd</sup> Space Learning	Did it as a trial and found it to have positive impact on closing the gap and building confidence	Tracking progress	MTC		
	Turnabout 1 to 1 Intervention (Extra)	Have used Turnabout for many years. Aids concentration		SCB	12 weeks	0
	Daily reading/Daily Diaries	Proven short daily tasks help children remember and apply		All staff		0
	Achievement For All Award 2 years Start 01/2017	Enables 20% of lower attainers to make progress and reach expected		EC D Bell AFA Coach	March 2018	3106.50

	Big Write	As a school we can see the benefit of fortnightly Big Writes. Impact of writing across all year groups is evident	Moderation	All Staff	Fortnightly	0
	Rigorous tracking and measuring impact each term from all class teachers Target Tracker across MAC	Target Tracker is in its 1 <sup>st</sup> year as a MAC tracker. We also use Cornerstones – 1 <sup>st</sup> year. Will be evaluating impact of both at the end of this academic year	Staff training	All Staff	Half Termly	
	Maths Counts Y2 intervention	Trained up staff to facilitate this in Year 2 – Has shown impact (progress in learning)		CF	10 weeks	
	Music Services					2473.80
	Educational Trips					3427.98
	Educational Materials					221.40
	Swimming Lessons LAC					221.40
	SEN Interventions					13979.94
					Total	61995.18