

Pupil premium strategy statement 2017-2018

1. Summary information					
School	St Patrick's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£73,040	Date of most recent PP Review	January 2017
		PP carry forward	£8,574		
Total number of pupils	385	Number of pupils eligible for PP	47	Date for next internal review of this strategy	December 2017

2. Current attainment – 2017 KS2 results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	38%	68%
% making progress in reading (7 children)	-5.21	-2.52
% making progress in writing (8 children)	-2.17	0.35
% making progress in maths (7 children)	-0.97	-1.28

Current attainment – 2017 KS1 results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in reading (6 children)	33%	87%
% achieving EXS in writing (6 children)	17%	73%
% achieving EXS in maths (6 children)	50%	82%

Current attainment – 2017 Phonics results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving pass in phonics (9 children)	100%	93%

Current attainment – 2017 EYFS results		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD (4 children)	75%	82%

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*)

A.	Low self-esteem, low confidence and problems with social interactions with peers.
B.	Low level of basic skills
C.	Poor behaviour for learning

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

D.	Family issues impacting on pupils emotional well-being.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Confidence building through small group teaching, pre-teaching and 'assisted' play sessions	More confident children with less playground issues
B.	Basic skills of reading and number improve. Weekly class tests and precision teaching - success tracked.	Basic skills developed and being used more effectively in lessons. Tracking shows improvement in scores and progress.
C.	Engagement in all lessons, children developing self-awareness of own behaviour choices.	Behaviour choices made leads to increase in number of children on silver and gold in behaviour charts.
D.	Strategies in school, including the use of the Counsellor improves emotional well-being.	Children are happier and able to use range of strategies to cope with different experiences.

3. Planned expenditure					
Academic year	2017 - 2018				
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	How will this be achieved	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap between pupil attainment closes to ensure pupils are working at least ARE Raise standards in reading. Children are challenged in activities	Tuition/booster (support teacher)	1:1/1:3/ 1:10 sessions for focus pupils in literacy or maths. Maths Challenge for Year 5 & 6 higher achieving mathematicians Supporting reading and phonics - 1:1	Review half termly. Track children's progress, fluidity of groups for best impact.	Margaret Whipps	Review half termly
To provide training that will focus on the development of teacher skills to meet the needs of PP children	CPD - Teacher training	Teachers upskilled Progress for all children. Focus on reading and development of best strategies.	Reviewed as part of lesson observations, coaching model, performance management.	SLT	Review termly
To provide skill sets necessary to enhance the programmes offered	CPD (TA training)	Teaching assistants upskilled Progress for all children. Focus on reading and development of best strategies.	Reviewed as part of lesson observations, coaching model, performance management.	SLT	Review termly
Total budgeted cost					£29,711.74

ii. Targeted support					
Desired outcome	Chosen action/approach	How will this be achieved	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap between pupil attainment closes to ensure pupils are making good progress, working at least at ARE Develop reading skills and enhance comprehension.	Support sessions	1:1/ small group sessions led by TAs -precision teaching, support within class as indicated in class action plans	Review half termly. Track children's progress, fluidity of groups for best impact.	Carol Hooton	Half termly review
Confidence building, practicing of basic number skills which can then be transferred effectively in class work.	Talking maths	1:1 and small group sessions with purpose of developing confidence in basic maths skills. Pre-teaching of class work.	Review half termly. Track children's progress, fluidity of groups for best impact.	Carol Hooton	Half termly review
Pupils emotionally healthy, able to express themselves appropriately, feel supported and confident.	Lunch time club	Opportunity for children to share, to play, to interact in a small group and with a partner.	Review progress of individual children termly.	Sarah Willis Carol Hooton	Half termly review

Individual social & emotional support for pupils and carers, as well as lunchtime play support.	Counsellor BCCS	Targeted children and families to receive Counsellor support sessions.	Review needs and waiting list termly.	HT SENDCO Counsellor	Termly reviews
Pupils emotionally healthy. Parents effectively supporting their children. As and when needed. Parent Courses offered twice per year - 2 sessions for new parents and a 6 week course for all parents who sign up.	Behaviour specialist (ABC) Alternative provision	Targeted children and families to receive Behaviour support sessions both in and out of class.	Review needs and waiting list termly.	HT DH	Termly reviews
To increase participation and confidence in curriculum activities Focus on reading resources to support development of comprehension and vocabulary.	Support Resources	Range of practical equipment and stationery for example The Power of 2 etc	Review resource needs termly	HT DH	Termly review of effectiveness
Total budgeted cost					£51118.03

iii. Other approaches					
Desired outcome	Chosen action/approach	How will this be achieved	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting families through subsidy for extra-curricular activities, school visits, residential trip, Breakfast/After school club.	Parents able to access support for a range of school activities.	Subsidy applied for by parents. Cost reduced for families needing support. Parents supported when there is a need to attend meetings etc	Review termly with governors	HT DH Governors	Termly review
Total budgeted cost					£1,000

