



# Pupil Premium strategy statement 2018 - 2019

1. Summary information					
<b>School</b>	St Mary and St Peter Catholic Primary School				
<b>Academic Year</b>	2018 - 2019	<b>Total PP budget</b>	£77880	<b>Date of most recent PP Review</b>	March 2017
<b>Total number of pupils</b>	221	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	March 2019

2. Current attainment		
<b>End of KS2 Data 2018</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	11%	NA %
% making progress in reading	-2.9 (-2.4)	NA %
% making progress in writing	-2.4 (-2.8)	NA %
% making progress in maths	-5.3 (-2.2)	NA %
<b>End of KS1 Data 2018</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing and maths	33%	NA %
% making progress in reading	100%	NA %
% making progress in writing	87%	NA %
% making progress in maths	93%	NA %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>Poor standards of speech and language well-below age expectations</b> including: <i>specific SEN issues, EAL, poor general oracy skills and experience</i>
<b>B.</b>	<b>Poor standards of cultural literacy well-below age expectations</b> including: <i>knowledge and enjoyment of a broad range of out-of-school experiences such as visiting a museum, learning to play a musical instrument, having access to quality texts that inspire and motivate differing interests, hearing and seeing live music, theatre, dance and other genres of performance or sporting events, low standards of self-initiated aspiration</i>
<b>C.</b>	<b>Poor levels of social skill, knowledge and understanding; general welfare, mental health and emotional well-being</b> including: <i>inability to work and learn co-operatively with others in simple low-threshold activities as well as more challenging tasks, low self-esteem and value of oneself, little understanding and knowledge of life beyond immediate local vicinity</i>



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

<b>D.</b>	<ul style="list-style-type: none"> <li>• <i>PP children have varying attendance rates across different cohorts. PP cohorts typically have lower attendance rates than other SMSP children.</i></li> <li>• <i>Our school serves a wide range of community groups many of whom receive the majority of their annual household income through employment in roles relating to the tourism industry or agricultural/farming industries. This has a negative impact on children’s attendance. There is also a much-reduced capacity for parents to be able to spend time supporting their child’s learning as they have long work hours and time at home with their children is very limited.</i></li> <li>• <i>The locality that the school is situated in has poor transport links reaching beyond the immediate town which itself only has approximately 50% circumference of reach as it is a coastal town.</i></li> <li>• <i>The school has no fixed catchment and many children travel a longer distance to school than is typical for most primary school children in this area.</i></li> </ul>
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**4. Desired outcomes**

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
To improve standards of cultural literacy across all year groups.	Improved levels of cultural literacy as evidenced in children’s learning, their engagement in curriculum enrichment and after-school learning provision.
To improve children’s learning skills, attitudes and behaviours through enhancing their metacognition	Improved outcomes in learning for PP children so that the gaps between PP and non-PP children are greatly reduced.
To rapidly close gaps in in speech and language skills and understanding for PP children in EYFS and KS1.	Improved GLD outcomes for PP children at the end of YR. SALT screening and tracking records will evidence the impact of targeted interventions
To rapidly close gaps in learning for PP children who lack ‘school-readiness’ due to neurological gaps in learning affecting their emotional and social development.	PP children in are attending school well and accessing learning that is well pitched to their individual needs. As a result, they are making expected or better progress. Intervention tracking evidences the progress achieved and impact of the approaches taken.
To improve standards of achievement for PP children at KS2.	Improved outcomes in learning for PP children so that the gaps between PP and non-PP children are greatly reduced. Intervention tracking records evidence the impact of the approaches taken and the steps of progress that children have made.



## 5. Planned expenditure

**Academic year**

**2018 - 2019**

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?
To improve children's learning skills, attitudes and behaviours through enhancing their metacognition	Co-Operative Learning strategies and approaches are embedded across the school and support high-quality first teaching	This is an approved and very well researched approach which has been proven to improve learning outcomes for children that are sustained over time.	Gaps in learning will be closing rapidly because children's oracy and depth of knowledge and understanding will have improved to fall in line with age expectations.	Head	Termly
To improve standards of achievement for PP children at KS2.	Teaching assistants are strategically used to enhance provision for targeted interventions across KS2.	Increased adult capacity will ensure that closer and more forensic approaches to teaching and tracking progress can be embedded. As a result, gaps in learning can be better tackled and more swiftly.	Children will be able to access their learning more easily and their standards of learning will be improved.  Gaps in learning will be closing rapidly because these have been strategically identified for each individual and then used for targeted support to improve to at least age-related expectations.	Inclusion Leader  Raising Standards Leader	July 2019



<p>To improve standards of cultural literacy across all year groups.</p>	<p>Use funding to specifically support access to activities that will provide rich quality experiences.</p>	<p>To build children's self-esteem and confidence.</p> <p>To give children life experiences which will build resilience and confidence</p>	<p>Children will have a much broader vocabulary of and about the world around them together with an improved understanding of a range of cultural experiences. These support improvements in their learning outcomes.</p>	<p>English Leader</p> <p>Arts &amp; Culture Leader</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p>£34,645</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To rapidly close gaps in in speech and language skills and understanding for PP children in EYFS, KS1.	Additional Teaching assistant employed to specifically target the individual needs of all PP children in YR	Increased adult capacity will ensure that closer and more forensic approaches to teaching and tracking progress can be embedded. As a result, gaps in learning can be better tackled and more swiftly.	Children will be able to access their learning more easily and their standards of learning will be improved.  Gaps in learning will be closing rapidly because their speech and language knowledge and skills have improved to fall in line with age expectations.	Inclusion Leader  EYFS Leader	Termly
To rapidly close gaps in learning for PP children who lack 'school-readiness' due to neurological gaps in learning affecting their emotional and social development.	Access to frequent high-quality school-based intervention and support using dedicated members of staff with specific training in a broad spectrum of aspects of safeguarding and the Thrive approach.	The extensive range of research available indicates with considerable security, that this type of approach and intervention is of mid-range cost per pupil and can have an effect size of +4.  Having reviewed the considerations this choice is a good option for our school as we have a strong culture in place that will support the success of this approach.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	Children will be able to access their learning more easily and their standards of learning will be improved.  Gaps in learning will be closing rapidly because they have improved mental well-being.  Gaps in learning will be closing rapidly because their social and emotional barriers to learning have been well supported so that they have improved to be closer to or in line with age expectations.	Head  Inclusion Leader	Termly
<b>Total budgeted cost</b>					£43,904



6. Review of expenditure				
Previous Academic Year		2017 - 2018		
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
To improve standards of cultural literacy across all year groups.	Use funding to specifically support access to activities that will provide rich quality experiences.	Children's greater access to a broad range of learning experiences both within the main school day and through after-school clubs has supported them to have improved physical development, mental health and well-being, positive attitudes to school and learning, improved lifestyles.	This approach will continue.	£8862
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
To rapidly close gaps in learning, and especially in speech and language for PP children in EYFS.	Use of specific teaching assistant to target children using SALT intervention strategies	Improved outcomes for speaking and listening at EYFS GLD.	This approach will continue.	£6596
To improved standards of achievement in mathematics for targeted PP children in Y5 and Y6.	Use of weekly online individual maths tutoring sessions.	The impact on children's outcomes was very limited and issues relating to technical aspects of the intervention were difficult to overcome quickly enough.	This approach will not continue.	£2835



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
To improve children's attendance, mental, social and emotional health and wellbeing which pose barriers to learning.	Use of Pastoral mentors to deliver licensed Thrive Practitioner interventions and support whole-class approaches.  Use of school-based Parent Support Advisor	Disruptions to learning during the school day reduced.  Numbers of FEX and isolations reduced during the academic year.  Levels of FSP case load reduced during the academic year.  Some improvements to attendance for individual children.	The Thrive approach will continue to be used in the school.  The PSA role will continue in school but will be restructured due to staffing adjustments.	£60,323

**7. Additional detail**

Whilst much of the evidence of progress for PP children is not yet evidenced in hard data test-outcomes at the end of Key Stage 2, there is other evidence that supports that the approaches we have identified to continue with are having positive impact on children's outcomes: Thrive tracking, exclusion records for example.

The new strategy for this academic year that will embed co-operative learning into our characteristics of high quality first teaching has already been explored in the school through its part in a SSIF project targeting improvements to girls' mindsets in mathematics. Evidence from this project supports the view that co-operative learning strategies have played a part in improving some children's learning outcomes in this school. It has been identified that this is not a quick fix and embedding co-operative learning will be a long-term school improvement action.