

# Saint Mary's Catholic Primary School Strategy for Use of the Pupil Premium (2018 – 2019)

1. Summary information					
<b>School</b>	Saint Mary's Catholic Primary School, Cheetham Hill Road, Dukinfield, SK16 5LB				
<b>Academic Year</b>	2018 - 19	<b>Total PP budget (incl. LAC)</b>	£74, 480	<b>Date of most recent PP Review</b>	05/12/18
<b>Total number of pupils</b>	216	<b>Number of pupils eligible for PP</b>	49	<b>Date for next internal review of PP strategy</b>	April. 2019

2. Current attainment		
	<i>Disadvantaged pupils at our school</i>	<i>National average of other pupils (not Disadvantaged)</i>
<b>End of KS1 2018</b>		
<b>% Expected or above attainment in reading</b>	<b>50%</b>	<b>79%</b>
<b>% Expected or above attainment in writing</b>	<b>33%</b>	<b>74%</b>
<b>% Expected or above attainment in maths</b>	<b>67%</b>	<b>80%</b>
<b>End of KS2 2018</b>		
<b>% Expected or above attainment in reading, writing &amp; maths</b>	<b>57%</b>	<b>70%</b>
<b>Average Scales Score Reading</b>	<b>101.3</b>	<b>106.1</b>
<b>Average Scales Score Maths</b>	<b>101.1</b>	<b>105.4</b>

3. Main barriers to educational achievement faced by eligible pupils at the school	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Closing the attainment gap: delivering high-quality teaching and meeting individual learning needs for all pupils in every class in the school, especially those eligible for the pupil premium.
<b>B.</b>	Improving attendance for all pupils, especially those eligible for the pupil premium.
<b>C.</b>	Addressing any assumptions about the potential of pupils eligible for the pupil premium.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lower attending pupils tend to be eligible for Pupil Premium	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Developing and maintaining an ethos of high attainment for all	Disadvantaged pupils at our school will achieve at least as highly as the national average of 'other' pupils (those not eligible for PP) as evidenced by end of Key Stage and school's own internal data.
<b>B.</b>	Maintaining excellent behaviour and attendance for all pupils – especially those eligible for PP	Superb pupil welfare, impeccable behaviour and personal development will remain the norm at St Mary's for all pupils. Rates of attendance and analysis of behaviour incidents will show no discernable difference between disadvantaged and all other pupils. Both will be above national averages using any available data.
<b>C.</b>	Ensuring high-quality teaching and academic support for all pupils – especially those eligible for PP	Every child in every class at St Mary's will be taught by a good or outstanding teacher so that all pupils make progress and attain at a rate that is judged to be good or better as a consequence of well-supported quality first teaching.

## 5. Planned expenditure to address barriers and reasons for this approach

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	Reason for this approach	How we will measure the impact	Staff lead	When will you review implementation?
The percentage of pupils achieving End of Year Expectations (EYE) in every class at St Mary's will be at or above the national average for end of KS2 – as will the % of Disadvantaged pupils who achieve this.	By ensuring high-quality teaching and full time teaching assistant support for pupils in every class – including targeted support for those eligible for PP – we believe that all pupils can achieve highly.	<p>Whole school strategies, initiatives and interventions will be introduced to improve classroom strategies aimed at bridging any identified gaps in knowledge and attainment for pupils who are eligible for Pupil Premium funding.</p> <p>Rates of progress towards EYE for all pupils, and especially disadvantaged pupils, will be analysed by SLT and classteachers 5 times per year. An emphasis will be placed on devising, implementing and reviewing strategies designed to accelerate the rates of progress for pupils eligible for Pupil Premium funding so that any gaps are closed.</p>	HT & DHT	Termly analysis of each cohort's (and individual pupils') progress towards EYE. Annual analysis of internal data and end of year external data, both comparing achievement of Disadvantaged v Other pupils. End of this academic year: SLT review of CT and TA deployment to support quality first teaching and to provide PPA cover (especially the impact on PP progress)
A third member of support staff in Reception & Year 6 will provide early & later interventions so that all pupils are fully supported in their learning.	Additional staff to ensure all Reception children get off to a good start and in Year 6 to ensure no child falls below the expected standard	Monitoring activity by SLT will ensure that staff are deployed most effectively in order to support Quality First teaching and achieve our desired outcomes. Additional analysis of rates of progress and quality of provision will take place in Reception and Year 6.	HT	Mid-point of current (2018-19) academic year: SLT review of CT and TA deployment to support Quality First Teaching and PPA cover.
A full-time TA3/TA4 in each class will assist the classteacher in delivering Quality First teaching and specific interventions	Effective support in the classroom to ensure disadvantaged children make at least as much progress and attain as highly as other children	Analysis of rates of progress and quality of provision in each class will be measured in order to assess the impact of TA support to teachers. Classteachers' practice (lesson observations, outcomes in pupils' books, progress data) will be monitored with additional attention paid to Pupil Premium provision. New interventions and approaches to teaching will be commissioned with the aim of reducing ant residual gaps in attainment.	HT & DHT & SENDCo	Half-termly analysis of internal data and end of year external data, both comparing achievement of Disadvantaged v Other pupils. Regular scrutiny of pupils' work and other outcomes.
The individual learning needs of pupils not on track to meet End of Year Expectations (EYE) will be met through specific, targeted additional interventions delivered by classteachers and/or teaching assistants	To ensure that all pupils (especially those eligible for Pupil Premium) meet EYE	<ul style="list-style-type: none"> <li>Analysis of each year group's weekly timetable to ensure that additional interventions are being planned for pupils not yet expected to make EYE</li> <li>Analysis of additional interventions at half-termly Individual Pupil Performance Interviews (IPPIs) with each teacher, with a focus on how interventions are accelerating eligible pupils' progress towards EYE.</li> <li>Analysis of progress made by pupils on the school's SEND register who receive additional one-to-one or small group intervention from SEND Teaching Assistants.</li> </ul>	HT & DHT & SENDCo	Through half-termly and annual review of progress and attainment data comparing disadvantaged to other pupils.

### ii. Other approaches

Desired outcome	Reason for this approach	How we will measure the impact	Staff lead	When will you review implementation?
To broaden pupil horizons and raise aspirations of pupils who may be eligible for the pupil premium	To make trips more affordable for pupils who are eligible for this funding.	Funding will be used to subsidise or reduce the cost of educational and residential visits. This will include the Year 6 Residential visit to London in 2019 – a specific aim of which is to broaden pupils' horizons and raise aspirations. Impact will be measured by assessing the percentage of eligible pupils who take up the 25% discount offered for the London Residential to ensure that Disadvantaged pupils are not disadvantaged by being excluded from this (and similar) opportunities	HT & SBM	Annually in the second summer half-term
Funding will be used where there is justifiable cause for administrative staff to work additional hours or require additional resources.	To support the effective spending and monitoring of pupil premium funds.	We will seek to make most effective use of the Pupil Premium spending and analysis of impact. Where this necessitates additional administrative hours we will use PP funding to support this. We will analyse the cost to school and compare this to the benefit of the work undertaken (eg – compiling data reports, etc)	HT & SBM	On an annual basis
Effective Education Welfare Service support will ensure that systems in school support good and better attendance for pupils eligible for the Pupil Premium.	We want to maintain and improve attendance and punctuality across the school and in particular for pupils eligible for Pupil Premium. (Our lowest attending pupils tend to be eligible for pupil premium and therefore require effective attendance and punctuality interventions)	In-year attendance reviews are held every half-term. Any significant concerns are referred to our bought-in EWO for support, advice and action. Data will be analysed to see if any pupils' (including Disadvantaged pupils eligible for PP Funding) poor attendance and/or punctuality is impacting negatively on their academic progress or wellbeing. Where this is the case, the school will intervene, with the support and advice of the EWO service.	HT & A&AO	Prior to renewal of SLA (January 2019)
			<b>Total Cost</b>	<b>£74, 480</b>

6. Review of expenditure		
Previous Academic Year	2017 - 2018	
i. Quality of teaching for all		
How we spent the Pupil Premium Allocation	The impact of the expenditure on eligible and other pupils	Lessons learned (and whether you will continue with this approach)
By ensuring high-quality teaching and full time teaching assistant support for pupils in every class – including those eligible for PP – we believe that all pupils can achieve highly.	70% of non-Disadvantaged pupils in Year 6 nationally last year achieved the expected standard in Reading, Writing and Maths. At St Mary's, the percentage of pupils eligible for Pupil Premium funding who achieved this standard was 59%. Whilst this is only one indicator, it does demonstrate that, on exit from St Mary's, our approach has not worked as well as we wanted in ensuring that Disadvantaged pupils are achieving well above national average for all pupils.	That teacher and TA support needs to have a more specific focus on meeting the learning need of those pupils for whom the Pupil Premium applies.
Additional staff to ensure all Reception children get off to a good start and in Year 6 to ensure no child falls below the expected standard	Year 6 data is contained above. Of the 6 pupils in Reception last year who were identified as being eligible for Pupil Premium funding, 3 of these pupils achieved GLD and 3 did not. This data set is too small to be conclusive.	We will continue with this approach in 2018-19 as we believe this gives our youngest pupils the best opportunity for focused and differentiated teaching.
Effective support in the classroom to ensure disadvantaged children make at least as much progress and attain as highly as other children	Summative data from the end of the academic year 2017-18 for each year group in Reading, Writing and Maths demonstrates outcomes for our Disadvantaged pupils show percentages to be generally lower (when compared to all pupils) by approximately 10%. Only Year 4 and Year 5 Maths outcomes reverse this trend.	We will improve half-termly analysis of key group data and improve provision for pupils where key group data indicates underachievement as part of our School Improvement plan to narrow the gaps this academic year.
To make trips more affordable for pupils who are eligible for this funding.	All Year 6 pupils last year who were eligible for pupil premium were offered a 25% discount, funded by Pupil Premium, in order to visit London for three days and take part in a range of cultural activities designed to broaden horizons. Direct cause and effect will be difficult to prove in this case but feedback from Disadvantaged pupils who did attend was overwhelmingly positive and they were afforded a glimpse of a wider world. A seed may well have been planted which may have taken root and may grow to fruition in years to come.	We will continue with this approach in 2018-19.

<p>To monitor effectiveness of PP spend against eligible pupils' attainment and progress.</p>	<p>Outcomes for our Disadvantaged pupils from Reception to Year 6 from the end of the academic year 2017-18 for each year group in Reading, Writing and Maths demonstrate figures which show percentages to be generally lower by approximately 10%.</p>	<p>We will Improve half-termly analysis of key group data and improve provision for pupils where key group data indicates underachievement as part of our School Improvement plan to narrow the gaps this academic year.</p>
<p>We want to maintain and improve attendance and punctuality across the school and in particular for pupils eligible for pupil premium. (Our lowest attending pupils tend to be eligible for pupil premium and therefore require effective attendance and punctuality interventions)</p>	<p>Whilst the gap in attendance is relatively small, we want to continue to work to eradicate it. The gap in lateness is more concerning and will be the focus for renewed activity.</p>	<p>We will continue with the current approach in 2018-19. We believe that regular review of our Attendance policy and procedures – supported by expert advice from a bought-in Education Welfare Officer – is helping to minimise the gap in attendance and punctuality between Disadvantaged and all other pupils at St Mary's.</p>
<p><b>ii. Targeted support</b></p>		
<p><b>How we spent the Pupil Premium Allocation</b></p>	<p><b>The impact of the expenditure on eligible and other pupils</b></p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p>We supplemented the cost of TA support for SEN child(ren) on top of SEN funding received.</p>	<p>Where children had moderate to complex additional needs and were eligible for PP spending too, we ensured that their needs were more fully met through the provision of additional one-to-one support</p>	<p>This will always be assessed on a case-by-case basis in order to assess the degree of need of the child involved.</p>
<p><b>iii. Other approaches</b></p>		
<p><b>How we spent the Pupil Premium Allocation</b></p>	<p><b>The impact of the expenditure on eligible and other pupils</b></p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p>We subsidised or reduced the cost of educational and residential visits in order to make them more affordable for pupils who are eligible for this funding.</p>	<p>To broaden pupil horizons and raise aspirations</p>	<p>We will continue with this approach as we are convinced that, by subsidising the cost of more expensive trips and educational visits, we are allowing equal access to all the benefits that are accrued by the pupils who attend them.</p>

Administrative staff worked additional hours or required additional resources.	This supported the effective spending and monitoring of pupil premium funds.	We will continue with this approach as and when required, which is not often.
Curriculum Resources purchased	This ensured broad and balanced curriculum access and engaging first-hand experiences for all our pupils, including disadvantaged pupils who are eligible for PP funding.	We will continue with this approach
Funding was used to provide effective Education Welfare Service support	This support helped maintain and improve attendance and punctuality across the school, including for pupils eligible for the pupil premium. (Our lowest attending pupils tended to be eligible for pupil premium and therefore require effective attendance and punctuality interventions)	We will continue with this approach