

# St Mary of the Angels Pupil premium strategy

## Summary information of pupil premium (PP)



<b>Name of school:</b>	St Mary of the Angels Catholic Primary School		
<b>Academic year:</b>	2017-18	<b>Total PP budget for year:</b>	<b>£ 40,640</b>
<b>Total number of pupils:</b>	208	<b>Number of pupils eligible for PP:</b>	31 PPG children, 2 service children, 2 adopted
<b>Amount per pupil:</b>	£1,320 (£300 for service child)	<b>Date of next PP strategy review:</b>	Autumn term 2018

**Mission statement - Love Jesus, love learning, love life.**

### Barriers to future attainment for pupils eligible for PP

<p>St Mary of the Angels Catholic Primary School believes that all of the pupil premium funding should be used to support the academic and personal development of disadvantaged pupils. We ensure that all disadvantaged pupils receive specific, targeted, 'one to one' support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in out school.</p>	
<b>In-school barriers:</b>	
<b>A.</b>	Baseline assessment shows that most pupils join St Mary's with skills, knowledge and understanding either at or above national averages in the key areas of English and Maths. However, a significant minority start well below this standard and require extra support. We strive to support these vulnerable pupils' needs in order to access the curriculum and make progress.
<b>B.</b>	Some pupils require additional support in class, such as 'one to one' support or perhaps ICT support, because this has never been possible for them at home, due to complex circumstances, leaving them at a disadvantage, compared to peers..

External barriers:	
D.	Most pupils are well supported at home and relationships between home and school are strong. However there are a group who do not support their child at home, including a growing group of families accessing additional support from outside agencies (CAMHS, Social Care etc). We target support for these pupils, to improve attitudes to learning, progress and attainment.
E.	Families cannot access educational opportunities, such as educational trips, due to poverty and related issues, impacting negatively on pupils' knowledge and skills.

### Aims and outcomes

Desired outcome:		Success criteria: (how will we evaluate)
A.	For disadvantaged pupils to attain at least the age expected standards in maths and English.	Analysis of data particularly at the end of each key stage, shows that almost all disadvantaged pupils achieve EXS.
B.	For more able disadvantaged pupils (identified by high prior attainment) to achieve a greater depth of understanding.	Analysis of data particularly at the end of each key stage, shows that the more able disadvantaged pupils achieve GDS.
C.	For all these pupils to have aspiration and increased self esteem.	Pupils will be supported financially and pastorally, as well as academically, in order to enable them to be life long learners.

### Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A & B	Each pupil in receipt of the PPG (disadvantaged pupils) will receive extra teacher/teaching assistant support to raise attainment.	Programmes such as Reading Recovery, Power of Two Maths etc have proven, previous success in our school, raising attainment and self esteem	Senior leaders, particularly the SENCo and PPG lead, will monitor the effectiveness of the sessions closely and ensure that teaching is impacting on learning.	PPG TA: PF Reading: JD PPG Lead: RH	<b>£23787</b>	July 2018 (when 2017-18 assessment data is available)

A & B	The progress of all disadvantaged pupils will be tracked carefully as part of the assessment process	Previous experience has demonstrated positive impact of this programme, using our 'Depth of Learning' system.	All PPG pupils identified on class tracking grids and to be discussed at pupil progress meetings/performance management reviews.	PPG Lead: Rob Hughes	£0	
A	When pupils are presenting as having vulnerabilities in learning (e.g. SEND, social or emotional difficulties, safeguarding concerns), leaders will consider how to best support the pupil (and family) through various strategies, financial issues, interventions or liaison with partner agencies and support.	Previous experience has demonstrated positive impact of this programme and recommendations from colleagues/research	Class teachers to identify any concerns to PPG Lead/Headteacher. Leaders to ensure effective provision is put in place (eg ELSA support). If SEND, bespoke strategies implemented and carefully monitored by PPG Lead	PPG Lead: Rob Hughes	<b>£1900</b>	

<b>PUPIL PREMIUM SPENDING 2017-18</b>	<b>STRATEGY &amp; COST</b>	<b>OUTCOMES 2017-18 (As at June 2018)</b>
1. "Mathletics" and "Times Tables Rock Stars" at lunchtimes for those without computer at home	Led by TA, set by teacher. To increase place value, multiplication, division and related number skills across the year.  <b>COST £2200</b>	Provisional Maths scores show excellent attainment at KS1 for 2018 PPG (100% EXS versus 85% all class pupils)
2. Use of Power of Two intervention to support borderline pupils with retaining and deepening prior knowledge and skills during Y6	Teacher led, in discussion with SENCO, delivered by group of TAs, every day, one to one for 15 mins per day, all year. To build confidence and enable all pupil premium pupils to achieve at least EXS in KS2 test.  <b>COST £2450</b>	PREDICTED KS2 80% pupils EXS, with 40% GDS - compared to 75% EXS all pupils national 2017; and 23% GDS national 2017
3. To support purchase of additional ICT equipment (ipads and IDL dyslexia software) in order to raise attainment	Teacher led, in discussion with SENCO, delivered by group of TAs, every day, one to one for 15 mins per day, all year. Pupils can	PREDICTED KS2 80% pupils EXS, with 40% GDS - compared to 72% EXS all pupils national 2017; and 25% GDS national 2017

in Reading and Writing through daily interventions	also access at home, due to licence purchase.  <b>COST £2500</b>	Provisional Reading scores show good attainment at KS1 for 2018 PPG (75% EXS versus national 76% 2017)
4. Access to a trained Emotional Literacy Support Assistant all year in order to boost pupil self esteem and focus on academic aspirations	Pupils can, and have, accessed a range of pastoral services eg in Y6, counselling for a child in a family in need; bereavement for a Y2 pupil premium child; and support with emotions and feelings for others. To remove barriers whenever needed; and top signpost them to strategies for self-improvement; or else access to other services (eg Social Care).  <b>COST £2600</b> (6hours wk)	Pupils at the end of each Key Stage have made very good progress and have attained in line or well above national in almost every case, in 2018 assessments.
5. To access educational trips and visits, which would be prohibitive without pupil premium support.	PPG can access free residential trips eg to Kingswood adventure activities camp; or to our unique Spanish exchange as a PP pupil in Y6 did in 2018; and is now working at greater depth in Reading and Maths.  <b>COST £3500</b>	All PPG pupils at KS2 accessed one or two residential trips, and all day trips during the key stage, free of charge, resulting in improved behaviour in every case, enhanced self esteem – and very good outcomes in end of KS tests, as shown above.
6. Access to holiday club and after school care	Pupils can access holiday club and before/after school clubs to enhance social skills and take part in a range of activities <b>COST £1800</b>	All PPG pupils access clubs they would not usually attend, resulting in improved outcomes and enhanced self-esteem.

**TOTAL COST £40,737**