

**Pupil Premium Strategy Statement
St Mary's RC Primary School
2016/17**

Summary information				
Year Group	Number of pupils eligible September 2016			% of pupils eligible September 2016
	FSM	LAC	Military	
Nursery				
Reception		2	1	11.5
1	6	2		15.0
2	10	3	1	10.0
3	8			17.0
4	10		1	20.0
5	11		1	20.0
6	11			18.0
Whole school	56	7	4	14.6
Pupil Premium Budget 2016-17	£84982			
Last Review	December 2016			
Next Review	July 2017			

Summary information					
School	St Mary's RC Primary School				
Academic Year	2016/17	Total PP budget	£84982	Date of most recent PP Review	September 2013 Ofsted
Total number of pupils	469	Number of pupils eligible for PP	69	Date for next PP Strategy Review	Summer 17

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Current attainment		
KS2 Outcomes Summer 2017	Pupils eligible for PP (whole school 69 pupils)	Pupils not eligible for PP- KS2 (national average % RWM and 5% exceed)
% achieving expected or above in reading, writing & mathematics	100% 10/60	95% 15% exceed
Progress score in reading	7.6	6.4
Progress score in writing	6.1	3.6
Progress score in mathematics	5.2	4.7
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
Early language development		
Early reading development		
Social and emotional development		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
Parental engagement		
Engagement in extra curricular activities		

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Outcomes (desired outcomes and how they will be measured)	Success criteria	Impact												
Pupils eligible for PP make as good progress as others and attain as well as other children.	Results and progress are consistent across all groups in all year groups.	KS2 outcomes for disadvantaged pupil: <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">Attainment</td> <td style="text-align: center;">Progress</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">7.6</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">6.1</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">5.2</td> </tr> </table> <p>All outcomes significantly above national.</p> Termly pupil progress meetings track the progress of disadvantaged pupils to ensure that they remain on track to reach age related expectation or above whenever possible.		Attainment	Progress	Reading	100%	7.6	Writing	100%	6.1	Maths	100%	5.2
	Attainment	Progress												
Reading	100%	7.6												
Writing	100%	6.1												
Maths	100%	5.2												
Pupils eligible for PP access full co-curricular opportunities.	Children attend after-school clubs, external visits, sporting events, educational visits and music lessons	Every pupil in receipt of PP funding had the opportunity to access peripatetic music lessons, sporting activities and cultural visits and activities. School has a detailed analysis of the opportunities each pupil accessed.												
Pupils eligible for PP will have their social and emotional needs met.	Children will have access to early intervention to ensure that their individual needs are met.	Access to school counsellor – 9 pupils CAHMS – 9 pupils CYPS – 8 pupils												
PP absence monitored and school working closely with parents to increase attendance.	Incentives and reward systems takes personal attendance over 96%.	60 pupils in receipt of PP funding. Attendance for this group 96.16% - above national. Persistence absentees 10% - 6 pupils with attendance ranging from 88.4 – 89.47%.												
Parents support their child's learning both in school and at home.	Attendance at parents' events. Homework is completed.	100% of parents attended a meeting during the course of the year to discuss their pupil's progress. School has revised their homework policy to ensure that it is accessible to all.												

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Quality of teaching for all					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching	DfE guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil voice, data analysis, performance management	SLT	Termly
	Effective Feedback	Sutton Trust (+8 months impact)	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of summative data each term	Analysis to inform targeted support	Progress measures	Staff	Termly
	KeenBean Club	Encourage independent learning	Progress measures	Year 6	Termly
	Early Bird	Encourage independent learning	Progress measures	Staff	Termly
	Implementation of in-depth logic and reasoning into mathematics lessons	EEF research	Observation, work scrutiny, pupil voice, data analysis, planning	Staff	Termly
	Peer tutoring	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	SLT	Termly
Total budgeted cost				£48,000	

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Targeted Support					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Language and social skills ensure all children engage well in all lessons	Early Years intervention to support early social development and early reading and mathematical skills	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson	NCTEM research	Observation, work scrutiny, pupil voice, data analysis, planning	EM	Termly
	Small group tuition in phonics and mathematics	Sutton Trust (+4 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	GA	Half termly
	Intervention programmes: 1stClass@Writing 5 Minute Box	Edge Hill University Research Inclusion research	Observation, work scrutiny, pupil voice, data analysis, planning	Class teachers and subject leads	Half termly
	Interventions recommended by EP and other outside agencies are delivered effectively – such as Frostig, memory games, clicker	Sutton Trust (+2 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	Class teachers, subject leads and SENCO	Termly
Total budgeted cost				£45,200	

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Other Approaches					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments. Financial support for after school clubs. Financial support for Breakfast Club Investment in IT resources	Inclusion of all children	Participation numbers	DHT	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Liaison with partner professionals: Early engagement with EP, virtual school heads, social workers, carers, MASH	Early identification and intervention	Involvement in training, PEP, TAC etc. meetings Observation, work scrutiny, pupil voice, data analysis, planning	DHT	Half termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Effective engagement of children in activities to support wellbeing. Early intervention involving parents, school counsellor and CAMHS.	Early identification and intervention	Training for staff – SCAMP Staff trained and children identified for Fun Friends, and Friends for Life Participation evaluated	DHT	Half termly and as required
Parents support their child's learning both in school and at home	Parent mentoring sessions Effective homework	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning		June 2017
Total budgeted cost				£18,644	

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Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

The progress of all our children, including our PP children is monitored regularly by the Headteacher, DHT, phase leaders, subject leads, SENCo and class teachers.

Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.

As a school we desire to see the gaps closing between our PP pupils and our no PP. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.