

## Pupil Premium 2017-2018

1. Summary Information					
<b>School</b>	St Monica's Catholic Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP Budget</b>	£72,600	<b>Date of most recent PP Review</b>	September 2017
<b>Financial Year</b>	April 2017-2018				
<b>Total number of pupils</b>	432	<b>Number of pupils eligible for PP (April 2017)</b>	55	<b>Date for next internal review</b>	January 2018

2. Outcomes for Year 6 – July 2017		
	<i>Pupils eligible for PP (15) National Benchmark</i>	<i>Pupils not eligible for PP (42)</i>
% achieving expected and above in reading	73% 77%	86%
% achieving expected and above in writing	67% 81%	88%
% achieving expected and above in Maths	87% 80%	88%
% achieving expected and above in GPS	67%	90%

3. Barriers to future attainment (for pupils eligible for PP)	
In School barriers ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Speech and Language development (including EAL)
<b>B.</b>	Application of Maths Skills through reasoning and problem solving.
<b>C</b>	Enjoyment of Reading and Writing.

<b>D.</b>	Fine Motor/ Gross Motor Skills	
<b>External Barriers</b>		
<b>E.</b>	Attendance and Early Help	
<b>Desired Outcomes</b>		<b>Success Criteria</b>
1.	Pupil Premium children starting school achieve as well as others	Pupils eligible for PP starting in Reception make rapid progress and achieve GLD.
2.	Pupil Premium leave St Monica's with age appropriate English and Maths skills so that they can succeed at secondary school	The gap between the achievement of Pupil Premium children and non-pupil premium is narrowing at Key Stage Two. The percentage of Pupil Premium children achieving the expected standard or above is increasing across the school.
3.	Pupil Premium Children's learning will not be affected by low attendance and families will be offered Early Help.	Each Pupil Premium child's attendance to be above 90%. Family needs identified and support in school or externally to ensure children are able to focus on their learning.

<b>4. Planned Expenditure</b>					
<b>Academic Year</b>					
<i>The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
<b>i. Quality of teaching for all</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>Review Date</b>
Development of Quality First	SENCO to lead training following	Pupil's needs should be met where possible in the	Lesson Observations Book Scrutinies	SENCO	Termly

<p>Teaching across the school, focusing on the individual needs of pupils.</p>	<p>the identification of individual needs. Pupil Premium children identified on planning.</p>	<p>classroom.  Effective inclusion for all pupils.  Developing teaching styles to facilitate all learning styles.  Pupil Premium children's work marked and assessed first.</p>	<p>Pupil Progress Meetings</p>	<p>SLT</p>	
<p>Develop reading and encourage all children to enjoy reading</p>	<p>Revamp the home reading books so children have a wider selection to choose from.  Purchase new dictionaries and thesauruses to develop children's understanding of vocabulary and their vocabulary choices.</p>	<p>Ensure that all children have access to books which are suitable for their interests as all research shows that attitudes to reading need to be developed in order for long-lasting impact on reading attainment to be established.</p>	<p>Literacy Lead and HLTA to introduce new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading Challenge, Reading Breakfast Club etc...  Literacy lead to develop classroom practice through</p>	<p>Literacy Lead  SLT</p>	

			lesson planning and resources.		
Children are able to use basic Maths skills to reason and problem solve.	<p>New scheme of work introduced across the school</p> <p>Training led by Consultant on new calculation policy and how it can be used to develop reasoning and problem solving skills</p> <p>Training led by consultant on the importance of modelling and building Success Criteria to develop skills.</p> <p>New Termly tests across the school linked to the scheme of work.</p>	Prior monitoring (lesson observations, book scrutinies etc...) highlighted that there was an uneven weighting between the three aims of the National Curriculum. The focus has been on fluency rather than developing reasoning and problem solving skills.	<p>Lesson Observations</p> <p>Learning walks</p> <p>Book Scrutinies</p> <p>Pupil Progress Meetings</p>	<p>Maths lead</p> <p>Maths Consultant</p> <p>SLT</p>	Termly

<b>Total budgeted costs to cover:</b>					
<ul style="list-style-type: none"> <li>• <b>Maths Consultant to deliver training and support teaching and monitoring</b></li> <li>• <b>SENCO to lead teacher training</b></li> <li>• <b>Maths resources to supplement new scheme of work</b></li> <li>• <b>HLTA for library and reading</b></li> <li>• <b>New books for reading and Reading Cloud</b></li> </ul>				<b>£7000</b> <b>£6950</b> <b>£1542</b> <b>£7302</b> <b>£4737 + £400</b>  <b>Total: 27,931</b>	
<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>Review Date</b>
HLTA and TA to provide support for Speech and Language	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development has been identified as below average on entry to St Monica's.	Provision Mapping Tool used to track intervention progress.  Individual needs assessed as part of the six-weekly review	SENCO  SLT  Class teachers	Planned Review points (six-twelve weekly cycle)
TA to run the Rainbow Road intervention across the school	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development and fine and gross motor skills have been identified as below average in Early Years and KS1.	Provision Mapping Tool used to track intervention progress.  Individual needs assessed as part of the six-weekly review	SENCO  SLT  Class teachers	Planned Review points (six-twelve weekly cycle)
HLTA to support	Individual needs	Provide support programme	Provision Mapping	SENCO	Planned

the assessment and lead intervention for EAL Pupils	identified and support provided as necessary focussing on children who are new to English.	for children joining the school with little or no English to ensure they can access basic teaching.  Support teachers and teaching assistants in planning and resourcing lessons for all EAL pupils.	Tool used to identify needs and assess impact.  Regular meetings with EAL leads to assess progress of EAL pupils.	EAL Leaders  SLT	Review points (six-twelve weekly cycle)
Literacy and Numeracy specialist teachers and HLTA's to support development of basic skills	Identification of children who need support particularly in Upper KS2 to achieve Age Related Expectations particularly in Writing.	Ensure that all children leave St Monica's with age appropriate skills in Literacy and Numeracy.	Identify children who have gaps in their learning and provide targeted support using Specialist Teachers and Higher Level Teaching Assistants.  Dyslexia specialist teacher used to close gaps for identified children.	Key Stage Leaders  Subject Leaders  SLT  Class teachers	Planned Review points (six-twelve weekly cycle)
Beanstalk Reading Programme for identified children	Join Beanstalk and pay for 6 children to take part in a Specific	To enhance the enjoyment of reading for identified children.  To build confidence,	Children identified based on assessment data.	Literacy lead  PP lead	Termly

	reading intervention carried out by a charity.	fluency and comprehension in reading	Termly assessment monitoring  Feedback from children	Class teachers	
<b>Total budgeted costs to cover:</b>					
<ul style="list-style-type: none"> <li>• <b>Rainbow Road</b></li> <li>• <b>TA costs</b></li> <li>• <b>HLTA costs</b></li> <li>• <b>Specialist teachers</b></li> <li>• <b>Beanstalk</b></li> </ul>				<b>£500</b> <b>£8803</b> <b>£18,360</b> <b>£6000</b> <b>£1280</b>  <b>Total: £34,943</b>	
<b>iii. Other approaches</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>Review Date</b>
HLTA to train as a Learning Mentor to provide Early Help for children and families.	Identification of children and families who would benefit from pastoral support e.g. Rainbows, Protective Behaviours,	Children working with outside agencies such as CFP being identified as needing specific programmes such as 'Protective Behaviours' will be supported in school with a familiar adult rather than joining an external waiting	Provision Mapping Tool used to track intervention progress.  Individual needs assessed as part of the six-weekly review.  Emotional Literacy	SENCO  DSL  SLT  Teachers	Half-termly

	Drawing and Talking etc...	list.	<p>assessments will be used to monitor progress.</p> <p>Half-termly meetings to discuss the needs of the children and the impact of the support.</p> <p>Referral forms completed by teachers, pupils and parents and evaluation forms completed at the end of a support period.</p>		
Breakfast Club for children who need a 'settled' start to the school day.	Breakfast club run by Learning Mentor and TA to provide breakfast and a 'calm' session prior to entering the classroom.	Children identified as having little or no breakfast and starting the school day unsettled.	<p>Children identified based on individual/family need.</p> <p>Termly reviews of the children and the impact on their day at school.</p>	<p>Learning Mentor</p> <p>SENCO</p> <p>DSL</p> <p>SLT</p>	Termly
Financial support for before school,	To ensure all pupils have the	Provide opportunities to children without families	Excel spreadsheet kept up to date of	PP Lead	Half-termly



after school clubs, school trips, uniform and transport.	opportunity to take part in extra-curricular activities and have the correct uniform.	worrying about the financial costs.	financial support provided for individual children.  Pupil Interviews completed in Spring Term to assess individual need	Office Staff  SLT	
Homework Packs for children eligible for FSM	Provide children with a homework pack as they are identified as being eligible for FSM	To ensure children have access to the equipment they need to complete home learning.	Half-termly monitoring of the eligible for FSM list.  Homework packs created for children as they become eligible.	PP Lead  Office Staff	Half-termly
<b>Total budgeted costs to cover:</b>					
<b>HLTA- Learning Mentor</b>					<b>£5476</b>
<b>Breakfast Club</b>					<b>£250</b>
<b>Financial Support</b>					<b>£3000</b>
<b>Homework Packs</b>					<b>£1000</b>
					<b>Total: £9726</b>

## Evaluation of the main areas of support for 2016-2017

<ul style="list-style-type: none"> <li>• <b><u>SEN Leader</u></b></li> </ul>	<p>New monitoring systems have been put in place for interventions and the impact is assessed more closely.</p> <p>TA training for specific interventions is leading to the development of richer interventions for children focussing on and assessing their specific needs.</p> <p>These systems have been put in place and now need monitoring and evaluating to ensure progress is improving.</p>
<ul style="list-style-type: none"> <li>• <b><u>Dyslexia</u></b></li> </ul>	<p>Children with dyslexic tendencies have been identified and appropriate provisions and support have been timetabled.</p> <p>A new multi-sensory spelling programme has been introduced across the school following assessments and the impact it has had on specific children.</p> <p>Dyslexia specialist teacher has led training for TA's to support children in filling gaps in their knowledge of key vocabulary from the National Curriculum.</p>
<ul style="list-style-type: none"> <li>• <b><u>EYFS – Early Intervention</u></b></li> </ul>	<p>A HLTA and a TA have been timetabled to support early intervention across Early Years to provide children with a secure start to school.</p> <p>The use of small intervention groups focussed on building language provided an opportunity for non-speakers in Nursery to begin to develop language.</p>
<ul style="list-style-type: none"> <li>• <b><u>Staff Training</u></b></li> </ul>	<p>Areas for development have been identified and staff training has been carefully scheduled using outside agencies such as EMA and specifically planned in-house training focussed on areas such as interventions, developing support plans, identification of needs, Pupil Premium, assessment etc... for all teaching staff.</p> <p>This has begun to develop consistency across the school.</p>
<ul style="list-style-type: none"> <li>• <b><u>HLTA support for EAL</u></b></li> </ul>	<p>A high number of Pupil Premium children are also EAL and therefore the introduction of an EAL Specialist HLTA has helped support resourcing and interventions at a classroom level. Our HLTA has also supported individual and</p>

	groups of children with early language.
• <b><u>Learning Mentor</u></b>	There has been a socially and emotionally positive impact on children who have been working with our learning mentor. Our next steps are to introduce pre and post emotional literacy assessments.

### **Assessment July 2016 and July 2017**

<b>1. Outcomes for Year 6</b>	<b>JULY 16</b>	<b>JULY 17</b>
	<i>Pupils eligible for PP (16)</i> <i>National Benchmark (ASP)</i>	<i>Pupils eligible for PP (15)</i> <i>National Benchmark (ASP)</i>
% achieving expected and above in reading	44% 72%	73% ↑ 77%
% achieving expected and above in writing	69% 78%	67% ↓ 81%
% achieving expected and above in Maths	63% 75%	87% ↑ 80%
% achieving expected and above in GPS	69%	67% ↓

The attainment of end of KS2 Pupil Premium children has rapidly improved in Reading and Maths from July 16 to July 17.

Progress has improved across Key Stage Two and is demonstrated in the Analysing School Performance (ASP) reports for Reading (-2.01 for 2015-2016 compared to -0.65 for 2016-2017) and Maths (-1.14 for 2015-2016 compared to +1.46 for 2016-2017).

Progress in writing – Year 6 Pupil Premium children made accelerated progress across the school year 2016-2017 with pupils making an average of +5.0 points progress (expected progress in one year is +3.0) due to our Dyslexia tutor (employed in 2016) identifying and planning accurately for their needs as well as liaising with class teachers.