**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | St Peter’s Catholic Primary School Lytham | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £9175 | **Date of most recent PP Review** | September 2017 |
| **Total number of pupils** | 213 | **Number of pupils eligible for PP** | 8 | **Date for next internal review of this strategy** | September 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP (national average)* |
| **% achieving expected in reading, writing and maths (Data Summer 2016)** | 57.1% | KS2 83% |
| **% making expected progress in reading** | 85.7% |  |
| **% making expected progress in writing** | 71.4% |  |
| **% making expected progress in maths** | 71.4% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | PP children made less progress across KS2 than their peers. None of the children in this group achieved the higher level/greater depth. | | |
|  | | The majority of this PP group have emotional wellbeing concerns linked to attachment, family breakdown, loss of employment and illness in the family, CLA | | |
| **C.** | | Behaviour issues demonstrated by a 2 pupils in this group have a detrimental impact upon their own and others learning. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | 4 Pupils in the group have been identified as having Special Educational Needs and 3 Pupils are CLA. These often complex needs are a barrier to these pupils making educational progress. Support is sought from the local authority, virtual schools, health professionals and social services. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Higher rates of progress across KS2 for all identified pupils and outcomes for the majority in line with national expectation even with lower starting points. | | End of Year Teacher Assessments and/or end of Key Stage SATs results showing good progress measures for this identified group. Measured in all classes by teacher assessments and successful moderation practices across the 9 cluster schools in the area. |
|  | Pastoral support is made available to those pupils in need of emotional support. | | Learning Mentor assisted by class teachers in developing specific programmes. These will be evaluated against success criteria to measure impact. |
|  | Behaviour issues demonstrated by individuals within the group. | | Less behaviour incidents will be recorded on the CPOMs system for these individuals. |
|  | A plan-do-review cycle for the pupils within the SEN and CLA groups. | | Review meetings demonstrating that SEN and CLA needs are being met through resourcing and strategies. |
|  | Curriculum enhancement opportunities made available including music lessons and educational trips. | | All pupils will have been included in learning experiences outside of the classroom. Pupils are able to access private music lessons if they wish to take up the offer. |
|  | Attendance support to be given were necessary. | | Access to Breakfast Club enabled for the identified families to support family life. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Greater rate of progress for writing across both key stages | Lesson study for staff  Focused intervention for pupils identified as falling behind.  CPD – ‘Developing a Growth Mindset’ within the classroom. | We want to invest some of the PP in longer term change which will impact upon all pupils. CPD training in developing independence and resilience as learners will provide children will a range of strategies to improve their experience of learning. CPD will also focus upon embedding quality assessment strategies. | Observation following training.  Pupil Progress meeting review.  Moderation of children’s work through the year. | SLT | July 2018 |
| Improved progress for the more able pupils | CPD to provide challenge. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to train class teacher/HLTAs to provide stretch and challenge for these pupils. | Follow-up the training offered by Bill Thompson and the Maths Hub to work on developing a Mastery approach to teaching and learning in the classroom. | SLT | July 2018 |
| To address emotional wellbeing concerns of PP and others. | Learning mentor | Katy is highly experienced and trained in developing programmes for different areas including resilience, self-esteem, trauma, bereavement, family separation and behaviour management. These issues are huge barriers to learning for the children experiencing them. | Intervention programmes are prioritised with regard to severity of need and are flexible to adapt to sudden changes etc. CPOMs system will be used to document intervention and outcomes will be monitored through review. | Learning Mentor  Head teacher | July 2018 |
| **Total budgeted cost** | | | | | £1000.00 |
| 1. **Targeted support** | | | | | |
| **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?** |
| Improved progress across Key Stage 2 for PP pupils. | 1:1 coaching sessions with experienced TA Level 3 individual targets in English and Maths. | Intervention programme developed by Class teacher who knows the pupils is able to identify key gaps in learning. | Intervention TA to liaise with the class teachers to identify key areas of need. Carefully timetabled to prevent clashes with other key learning. | KS2 class teachers  Intervention teacher | July 2018 |
| Improve progress of more able PP pupils including girls in maths. | More able targeted group sessions (which include PP) TA 3 and Teacher | Challenge groups led by HLTA and Intervention teacher. Use of different programmes including multiple Intelligence grids to offer personalised project-based learning. | Class teachers to work closely with the TA 3 and Teacher to develop programme of challenge activities. | KS2 class teachers  Intervention teacher | July 2018 |
| To develop behaviour management strategies for identified PP pupils. | Support from the Learning Mentor working with class teachers to create a specific IBP.  Specialist Teacher bought in to school to assist with setting up strategies etc. | Negative behaviour impacts upon the progress of the individual and the whole class. Strategies need to be developed which are in line with individual needs (which may be complex) Learning Mentor has good knowledge of the children and experience/training in this field.  Specialist teacher involvement to support in developing these strategies. | To continue to use a team around the child approach. Plans to use expertise of Learning Mentor and class teachers with input from Specialist teacher where necessary. Programme of intervention (Learning Mentor) and support in the classroom are mutually supportive. | SLT  Class teachers  Learning Mentor  Specialist Teacher  TAs | July 2018 |
| **Total budgeted cost** | | | | | £3000.00 |
| 1. **Other approaches** | | | | | |
| **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 address emotional wellbeing concerns of PP. | Learning mentor | Katy is highly experienced and trained in developing programmes for different areas including resilience, self-esteem, trauma, bereavement, family separation and behaviour management. These issues are huge barriers to learning for the children experiencing them. | Intervention programmes are prioritised with regard to severity of need and are flexible to adapt to sudden changes etc. CPOMs system will be used to document intervention and outcomes will be monitored through review. | Learning Mentor  Head teacher | July 2018 |
| To provide Curriculum enhancement for the PP cohort where necessary | Supporting residential trips  Music lessons | Enhanced curriculum provision has positive impact upon learning and encourages children to apply skills and reinforce knowledge. The Residential opportunities provide team building and problem-solving activities. | During meetings including TAF, CAF etc. ways to enhance the curriculum for individual children will be discussed. | SENCo  LM  HT | July 2018 |
| To support attendance and punctuality of pupils within PP group. | To provide Breakfast Club support where necessary for individual families. | Regular attendance and punctuality have a huge impact upon the progress pupils make. The use of Breakfast Club enables families to have a calm start to the day and be able to meet other commitments e.g. work. | During Attendance screening and CAF/TAF meetings this will be discussed and implemented where need is presented. | SENCo  LM  HT | July 2018 |
| **Total budgeted cost** | | | | | £5500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-16** | | |
| 1. **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 ensure that intervention support throughout school (including pupils with PP) is timely and specific. | Review of Intervention support. HLTAs to lead small groups or release CTs. Pre-teach included as a strategy. | Intervention is more focused on group needs – less reliance on published schemes and more focus in gaps identified through assessment. Pre-teacher was used very effectively particularly with PP pupils to enhance self-esteem. | Approach will be continued. Additional focus groups – more able challenge including girls in maths, boys in writing. | £5000.00 |
| 1. **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 ensure that PP have individual learning intervention to help close the gaps in their learning. | Coaching sessions with experienced teacher. | Impact upon progress of most pupils. Where progress was limited other factors were involved. | To be continued but increased opportunities to evaluate and develop planning cooperatively to be timetabled.  Less funding next year may lead to a review of this type of intervention. | £5800.00 |
| 1. **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 ensure that PP pupils have Pastoral support where necessary. | Learning Mentor to develop key learning programmes for identified pupils. | Very effective. Impact clearly seen for all of the children. Work ongoing in many cases. | Recording impact needs to be tighter- intervention evaluations by all class teachers and buy in a system for recording information which can be accessed easily by all. | £6 000 |