

Pupil premium strategy statement (primary)

1. Summary information					
School	St Matthew's RC Primary				
Academic Year	2017-18	Total PP budget	£53,240	Date of most recent PP Review	Sept 2017
Total number of pupils	208	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept 2018

2. Current attainment at end of KS 2		
	<i>Pupils eligible for PP (6 pupils) (2016/2017)</i>	<i>Pupils not eligible for PP (national average : School)</i>
% achieving in reading, writing and maths	57%	67% :
Reading progress measure :Av Scaled Score	-1.55 : 103.0	+0.33 : (104.1 : 106.8)
Writing progress measure	-0.43	+0.17
Mathematics progress measure :Av Scaled Score	-0.05 : 104.3	+0.28 : (104.2 : 106.6)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some pupils have cognitive and learning difficulties, particularly in reading.
B.	Some younger pupils have less well developed language skills.
C.	Some pupils have SEN challenges and some social, emotional and mental well-being issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the % of disadvantaged pupils attaining the age related expected level in Reading.	60% of disadvantaged pupils to attain the age related expected level in Reading.
B.	To improve the vocabulary and language skills of younger pupils.	70% pupils achieve expected level in all aspects of CLLD by the end of EYFS.
C.	To enable disadvantaged pupils to access the same educational opportunities as their peers.	All pupils access educational visits and enrichment opportunities.
D.		

5. Planned expenditure					
Academic year	2017-18				
The three headings demonstrate how St Matthew's RC Primary School is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?
To improve the % of disadvantaged pupils attaining the age related expected level in Reading.	Outstanding teaching, cross curricular reading opportunities, access to updated higher level texts feeding into consistent approach to quality guided reading sessions across school.	NFER research – improved outcomes for disadvantaged pupils using targeted, small group support.	Lesson Observations Regular testing of progress and analysis of end of term assessment results to inform next steps planning.	M. Wiblin M. Humble	Half Termly
As above	Differentiated guided reading and comprehension sessions once a week. Differentiated booster class sessions.	NFER research - improved outcomes for disadvantaged using targeted small group support.	Planning, lesson observations, talking to pupils.	M.Rundle M.Humble	Ongoing
To improve the vocabulary and language skills of younger pupils	Create more opportunities for Focused use of appropriate language in all aspects of EYFS provision- indoor and outdoor.	NFER research – improved outcomes for disadvantaged and all pupils	Planning, observations, talking to pupils	M.Rundle M.Humble	Ongoing
Total budgeted cost					£17,830

ii. 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?
To support pupils who are not meeting age related expectations or making expected progress in reading, writing and maths.	2 Staff Targeted support in class x 5 mornings per week. 1 Staff 2 days – Targeted support	NFER research shows improved pupil outcomes through one to one and small group support	Planning, work scrutiny, lesson observations, analysis of termly assessment results.	M.Humble S.McGregor	Half Termly
As above	Targeted intervention and/or extension activity programmes for disadvantaged pupils 5 x afternoons per week	As above	Intervention Record Sheets, session observations, analysis of termly assessment results.	M. Humble S. McGregor	
Total budgeted cost					£18,760

iii. 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 improve the vocabulary and language skills of younger pupils.	Implementation of planned 'TALKING' opportunities to supplement current provision.	Successes in other settings of the Talk Boost Programme	Monitor small steps of progress, end of year data analysis.	S. McGregor M. Wiblin	At the end of each 10 block programme
To enable disadvantaged pupils to access the same educational and enrichment opportunities as their peers.	Subsidies available for educational visits, music tuition and uniform.(£3000)	Ofsted findings – 'Achievement for All' project	Access records kept and monitored.	M. Humble	Half Termly
To support pupils in their social, emotional and mental well-being needs.	2 days per week - Therapeutic Counselling (14 hrs per week @£25ph) Lunchtime sessions targeted support including Lego Therapy sessions	Positive feedback from parents National Research	Weekly attendance, performance in class As above	P. Doyle M.Humble S. Longster T. Seymour J. Mather	Termly
Total budgeted cost					£16,650

6. Review of expenditure				
Previous Academic Year				
i. 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 narrow the gap in attainment for disadvantaged pupils in all subjects at the end of Key Stage 1	5x morning additional in class support	<p>43% of disadvantaged pupils within the cohort also received support for SEN.</p> <p>All disadvantaged children met the expected standard in phonics at the end of Year 1 All disadvantaged pupils met the expected standard in Phonics in the Year 2 resit.</p> <p>Although outcomes in Reading are lower than in 2016, they are still above national average and progress from EYFS is strong.</p> <p>A high percentage of disadvantaged pupils attained the expected standard in Maths.</p> <p>Attainment for these pupils in writing was low.</p>	<p>This was an effective approach, particularly in outcomes for phonics.</p> <p>This approach will be continued 2017-18.</p>	£10,597
To accelerate the progress of disadvantaged pupils in Reading, Writing and Maths.	TA support in class, working alongside the class teacher.	Data comparison Summer 2016 and Summer 2017 indicates a greater % of disadvantaged pupils made at least expected progress in RWM across the year in 2016-17.		£17,000
ii. 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
Disadvantaged pupils achieve as well as their peers in the core subjects.	One to one/group interventions or extension activities.	A comparison of data from Summer Term 2016 and Summer Term 2017 demonstrates that, overall, a higher percentage of disadvantaged pupils made expected progress or more in Reading, Writing and Maths in 2017.	An effective approach, to be continued in 2017-18.	£6,700

iii. 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 support the social, emotional and mental wellbeing of disadvantaged pupils.	School Counsellor Sunbeams and Rainbows	End of year KS 1 and KS 2 data indicates more rapid progress for those pupils accessing the programme.	Having the school counsellor available in school from the beginning of the academic year ensures a proactive approach for all pupils.	£13,650
To enhance the self-esteem of KS 2 pupils	Wild About Adventure Weekly programme <ul style="list-style-type: none"> • First Aid • Young Navigators Award • Sports Leadership Award • Bushcraft 	Very positive impact across KS 2 – see pupil surveys before and after activity blocks.	Other approaches to be investigated for EYFS KS 1 eg Lego Therapy	£855 £350