

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St Martin's Catholic Primary school				
<b>Academic Year</b>	2018/9	<b>Total PP budget</b>	£10,560	<b>Date of most recent PP Review</b>	ongoing
<b>Total number of pupils</b>	142	<b>Number of pupils eligible for PP</b>	8 (Sept 2018)	<b>Date for next internal review of this strategy</b>	Ongoing (at every short term)

## 2. Current attainment 2017-18 cohort- based on end of year assessments (July 2018)

READING						
PPG						
	Y1	Y2	Y3	Y4	Y5	Y6
OUT OF YEAR	1	0	0	0	0	0
BELOW	1	0	0	0	0	0
WITHIN	0	0	0	0	0	0
SECURE	0	1	1	1	0	2
POINTS PROGRESS	n/a	6	5	6	n/a	5.5
Progress gap against whole cohort	n/a	-0.3	-1.2	-0.1	n/a	-0.7

WRITING						
PPG						
	Y1	Y2	Y3	Y4	Y5	Y6
OUT OF YEAR	1	0	0	0	0	0
BELOW	1	1	0	0	0	0
WITHIN	0	0	0	1	0	0
SECURE	0	0	1	0	0	2
SECURE +	0	0	0	0	0	0
POINTS PROGRESS	n/a	3	5	4	n/a	6.5
Progress gap against whole cohort	n/a	-3.4	-1.2	-1.8	n/a	+0.7

MATHS						
PPG						
	Y1	Y2	Y3	Y4	Y5	Y6
OUT OF YEAR	1	0	0	0	0	0
BELOW	1	0	0	0	0	0
WITHIN	0	0	0	1	1	1
SECURE	0	1	1	0	0	1
POINTS PROGRESS	n/a	6	5	5	n/a	5.5
Progress gap against whole cohort	n/a	+0.2	-1.1	-0.5	n/a	-0.9

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Emotional and mental health of some pupils eligible for PPG are a barrier to learning Social skills are also a limiting factor to progress and attainment	
<b>B.</b>	Cross over with SEND (diagnosed/identified by external professionals) means that some pupils eligible for PPG already require a greater level of support in class and through intervention groups in order to make good progress and reach age expectations due to their SEND.	
<b>C.</b>	The need for extra consolidation of learning in the classroom due to attendance and lateness issues or SEND.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and lateness of some children eligible for PPG is a cause for concern and affects attainment and progress of these children.	
<b>E.</b>	Some families are unable to provide uniform and make financial contributions towards trips, which if not addressed through PPG, would isolate pupils and not afford them the same opportunities as their peers.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are supported to have strategies to deal with emotional and mental health issues and children have improved social skills	All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age appropriate expectations. Behaviour issues requiring SLT involvement are reduced Children report being happy at school (in particular at lunchtime)
<b>B.</b>	Pupils who show dual levels of vulnerability have the correct intervention and support to meet their needs	All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age appropriate expectations.
<b>C.</b>	Pupils have the opportunity to make up for missed learning and have their need met for greater consolidation of learning.	All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age appropriate expectations.
<b>D.</b>	Attendance and punctuality improves for identified pupils	Children attend for at least 96%. All pupils make at least 6 points progress across the year. Those who need to, bridge the gap with peers and make accelerated progress to work towards reaching age appropriate expectations.
<b>E.</b>	All children have uniform and resources necessary for school All children participate on trips	Children are dressed correctly and gain valuable experiences from school trips

5. Planned expenditure					
Academic year					
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.					
<b>i. Quality of teaching for all</b>					
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?
All children eligible for PPG make good progress and aim for age expected attainment	Pupil progress meetings, implementation of agreed actions in class and through 'mop up' intervention planned by teacher and delivered by TAs, and monitoring of agreed actions. Assess-plan-do-review principal	From 'The Ofsted pupil premium update 2014.  Evidence from the 151 inspection reports shows that the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and evaluation.	Termly meetings with analytical discussion and detailed analysis of data. Monitoring of agreed actions through data, observations and book scrutiny.	Senco and SLT	Every short term
<b>Total budgeted cost</b>					£8192.00 (towards TAs and cost of intervention resources)
<b>ii. Targeted support</b>					
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?

All children are in an emotional state, where they are as ready to learn as possible.	ELSA 1-1 and Talkabout/ Ginger Bear social skills sessions	The Princes Trust Youth Index reports: "Our eighth Youth Index shows that the overall wellbeing of young people in the UK has dropped to its lowest level since the study was launched in 2009."  IN Jan 2017: Theresa May's speech about 'the shared society' covered several areas, but one of its main tenets was that mental health is a major concern to this country, as mental health problems affect 1 in 4 people at any one time. It is estimated that 75% of mental health problems develop before the age of 18; there are likely to be 3 pupils in every class with a diagnosable mental health issue, and these can have serious consequences not only for the individuals concerned but also for society. - See more at: <a href="http://www.nasen.org.uk/newsviews/newsviews.important-developments-to-support-mental-health-announced.html#sthash.1bOwpoil.bEIssML3.dpuf">http://www.nasen.org.uk/newsviews/newsviews.important-developments-to-support-mental-health-announced.html#sthash.1bOwpoil.bEIssML3.dpuf</a>	Weekly meeting with ELSA, Observations and monitoring of ELSA records Attend relevant training courses/seek outside agency support where necessary to improve delivery to pupils. In house training of new staff to deliver social skills programmes.	Senco	ongoing
Children are happy at lunchtime. Behaviour incidents are rare.	Lunchtime club three times a week with TA	As box 1	Monitoring of behaviour records. Pupil interviews	Senco	ongoing
Children attend school for at least 95% of the time	EWO – attendance panels, support meetings and legal proceedings	Children need to attend school in order to access learning in line with their peers.	Termly monitoring of attendance by EWO and actions agreed to support families through collaborative working with families/EWO and Senco	Senco	Every short term
<b>Total budgeted cost</b>					£1568
<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>When will you review implementation?</b>
All children fully participate in school trips and activities	Financial support for trips	Children will not have access to the same levels of learning as their peers if families cannot afford to pay for trips, so school supplements this for some families as required.	Teachers will offer support to families	Senco	ongoing
All children have the correct uniform and resources for school	Providing uniform, PE kits and other required resources	Children need to feel that they are part of the school and this is difficult if they do not have the same uniform as peers, thus we provide if required.	School will purchase items as required and have a stock of good quality second hand stock for families to choose from	Senco	ongoing

	<b>Total budgeted cost</b> £ 800
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