

Pupil premium strategy statement (primary)

1. Summary information					
School	St Martin's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£112,964	Date of most recent PP Review	N/A
Total number of pupils	202	Number of pupils eligible for PP	86	Date for next internal review of this strategy	July 2019

2. Current attainment		
July 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	64.3%	64%
% making progress in reading	50%	53.6%
% making progress in writing	57.1%	54.3%
% making progress in maths	64.3%	52.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children eligible for PP make less progress than their national peers by the end of Key Stage 2
B.	Children eligible for PP do not have as many opportunities for SMSC development as their peers which impacts on their academic achievement
C.	Significant family issues for pupils in receipt of PP. Parents do not access additional support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates for PP children (94.7%) comparative to peers (96.1%) are impacting on their academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress for PP children in Reading at the end of both KS1 and KS2	Gap in 2018-19 to close
B.	More engagement from PP children in after school activities and in joining clubs outside of school	Numbers increase by 20%
C.	PP children's families access and utilise additional support services	50% increase in number of PP families who access additional support
D.	Increased rates of attendance for children eligible for PP	Gap closed between PP and peers to less than 0.75%

5. Planned expenditure					
Academic year	2018-19				
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.					
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?
Improved progress and attainment in Reading and Writing	Additional opportunities for Drama within the curriculum	Children who are more engaged in language development are able to make greater progress in both Reading and Writing	Regular monitoring of Drama opportunities in school Designated time for staff training	PDH	July 2019
Improved rates of progress in Reading by the end of KS2	Additional support in classrooms	Increased opportunities for developing and practising reading skills will impact on competence and confidence levels of all pupils	Regular monitoring of impact Review of termly tracking data	CC and SI	July 2019
Total budgeted cost					54,773.50
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?
Troubled families access appropriate additional support	Use of Family Support Worker Behaviour and Attendance Mentor operating first morning calls and identifying families in need of support	Parents of vulnerable children who access appropriate support are better able to support their child's progress and to have higher ambitions for them Pupils whose attendance is high make more progress right across the curriculum	Family Support worker to outline families and report to SMT on inputs HT to report on attendance rates for PP children to Governors on a termly basis	JR and AG SI Pastoral Support Team Leader	July 2019

Children settle to work in class with increasing confidence – behaviours for learning improve	Use of Learning Mentor to work one to one with children with emotional and behavioural difficulties	Children who are in the right frame of mind to access the curriculum are able to make greater progress. Children when given time to understand their own emotions are in a more emotionally stable position to deal with difficulties within the school environment	Learning Mentor to report monthly to the Pastoral Team Leader on the input for individual pupils PSTL to review progress of pupils with Class teachers	AC SI Pastoral Support Team Leader	July 2019
Total budgeted cost					51,511.50
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?
Vulnerable pupils are given additional opportunities to develop their SEHW	Provide a range of residential trips for all Key Stage 2 pupils	Children who are happy in themselves are more able to access the full curriculum Many of our pupils do not visit educationally beneficial venues and are not given the chance to develop emotionally and school needs to provide the opportunity	Review of provision with pupils through the School Council and with parents through parent questionnaires	PDH	June 2019
Greater access for vulnerable pupils in any extracurricular provision both provided by school and through external providers	Wide range of additional activities provided within school Further develop links with external clubs and providers	Children who are involved in activities outside of school are generally better balanced and rounded and are therefore more able to access activities within school	Feedback from pupils and parents Review of data within each class of children who are involved in additional activities	PDH	March 2019
Total budgeted cost					6,679

6. Review of expenditure				
Previous Academic Year		2017-18		
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
PP children to engage better within the school curriculum, enabling them to maximise their progress	Providing a wide range of Teaching Assistants and support Staff, including Family Support Worker and Learning Mentor	<p>Achievement at the end of Key Stage 2 showed an increase in both PP and their peers.</p> <p>Parents of vulnerable children accessed appropriate support and were better able to support their child's progress. This has led to higher ambitions for them</p>	<p>This needs to be further embedded to ensure that progress continues to be made.</p> <p>Parents appreciate the additional support and the needs of different families change all the time. As a direct result of this it is vital that we continue to provide the support. It has a proven effect on a number of families and although this does not mean an end to support it does lessen the ongoing need.</p>	80, 336
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
PP children are given the opportunity to take part in a wide range of additional curriculum activities	Through subsidising activities e.g. Residential trips School day trips Drama Judo Fencing FL Tuition	<p>The reports from the eligible pupils and their families were all very positive. A number of parents commented on the positive difference made to the child as a result of the residential opportunities. Parents also commented that it is only because the price is kept reasonable that they are able to ensure their child can attend.</p>	<p>This provision is very valuable and will continue for the next academic year.</p>	33,674

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
PP children are given the opportunity to take part in a wide range of additional musical activities	Violin Brass Music and Movement Cheshire Strings	Children enjoyed the range of musical activities and became engaged. This has led to more children being able to concentrate for longer periods and thus supporting their academic achievement	The children found the activities very beneficial and have expressed a desire for them to be continued this academic year. We are hoping that this will be funded through the Music Hub as opposed to through Pupil Premium	3,250