

# Pupil premium strategy statement

2019-20

1. Summary information					
St. Mary's Catholic Primary School					
Academic Year	2019-20	Total PP budget for 2019-20	£70,520	Date of most recent PP Review	N/A
Total number of pupils	421	Number of pupils eligible for PP	40	Date for next internal review of this strategy	April 2020

2. Achievement in the last academic year (2018-19)		
	<i>pupils eligible for PP at St. Mary's (all year groups)</i>	<i>Pupils <u>not</u> eligible for PP – Local Authority data (all year groups)</i>
% achieving the expected standard or above in Reading	82%	77.8%
% achieving the expected standard or above in Writing	85%	74.0%
% achieving the expected standard or above in Maths	76%	77.7%
<b>Key Stage 2 progress measures</b>		Schools nationally
Progress in Reading	0.7	0.3
Progress in Writing	2.0	0.3
Progress in Maths	0.2	0.4

At St. Mary's Catholic Primary School, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, the reasons listed below may not apply to all children in receipt of the PPG:

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Lower than expected attainment or progress in Maths
B.	Lower than expected attainment or progress in Reading
C.	The need to develop a broad, rich curriculum rooted in the Catholic faith: to enable our children to be the leaders for tomorrow and build the Kingdom of God in this world.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Home circumstances (e.g. parental separation; family unable to support learning at home) that affect children's emotional well-being and/or academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Internal tracking data and statutory assessment outcomes will demonstrate that more children at end of each key stage attain at the expected standard and greater depth and more children in Reception class meet, or exceed, the expected standard in Mathematics. Internal tracking data will demonstrate that more children are 'next year ready' by developing and securing key mathematical skills and language.	<p>School % achievement is greater than National and Local Authority figures for Non-Eligible pupils in all areas of the curriculum.</p> <p>Internal assessment data and children and parent feedback, demonstrates that a new approach to the curriculum enables all children, including disadvantaged groups, enjoy and excel.</p>
<b>B.</b>	Internal tracking data and statutory assessment outcomes will demonstrate that more children at end of each key stage attain at the expected standard and greater depth and more children in Reception class meet, or exceed, the expected standard in Reading.	
<b>C.</b>	Internal tracking data will demonstrate that all children experience a rich and broad curriculum that provides knowledge and draws out their skills across many different areas of learning including Catholic Social Teaching elements that will be integrated into the wider academic curriculum.	
<b>D.</b>	Children's emotional well-being is developed to enable them to make good or better progress academically, socially, spiritually and to develop a stronger sense of self-worth and resilience.	

5. Planned expenditure					
Academic year		2019-20			
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 is implementation reviewed?
To ensure that all children have wider curriculum experiences that build year on year and deeply rooted in the Catholic faith.	To use the 'ProspectUs' curriculum resource as the spine for non-core areas and to link English, Maths and Science where possible in topics and themed days and weeks dedicated to specific areas (e.g. a DT week).	Children need to be formed as leaders for tomorrow. Using Caritas Christi Curriculum to inform Catholic Social Teaching elements of learning, and aligned with areas of academic study, we aspire to help the children make the most difference to their lives by learning broadly and deeply about the wider and faith curriculums.	The subject coordinators will monitor their subjects through work scrutiny, pupil interviews and lesson pop ins and help teachers assess their children's progress through subject specific assessment.	SMT Subject Co-ord.	Ongoing monitoring of trialling this fresh approach in 2019-20 by subject coordinators and SMT ahead of full implementation in academic year 2020-21.

To ensure that the performance of boys, including PPG children, in Reading and with specific skills in summarising and inference is at least equal to that of girls, including PPG children. (SDP priority 2)	Quality first teaching with appropriate targeted support as required (see below)	The National Strategies suggest that the key to success for all learners is 'quality first teaching'; using teaching strategies that will make the most difference to progress and attainment.	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT	Ongoing monitoring with termly pupil progress meetings
The outcomes and progress for all children, including PPG and SEND, will be improved compared to previous year's data, by a specific whole school focus on Mastery. (SDP priority 3)	The Mastery approach involves a significant change to the way we organise learning in Maths. Staff will adopt this approach following CPD and sharing of best practice.	The NCTEM states that: 'The intention of the Mastery approach is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics, rather than many failing to develop the Maths skills they need for the future.'	Internal performance development, pupil progress meetings, work scrutiny and tracking data will be used to monitor effectiveness of provision.	Maths Co-ord. SMT	Ongoing monitoring & Termly pupil progress meetings and work scrutinies.
<b>Total budgeted cost</b>					School Budget
<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>When will you review implementation?</b>
The gap between children eligible for PPG and their non-eligible peers will be narrowed so that they meet, or exceed, the expected standard for their age in Maths.	1:1 and small group support in Mathematics	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 tuition' to have moderate-high impact on learning. Our 'maths conferences' combine these approaches. Small group interventions in KS1 will help children develop more solid basic skills and number sense.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	SMT LD – KS2 JP – KS1	Termly
As above, in Reading.	1:1 Reading support	Research by the Education Empowerment Foundation has found 'Phonics' and 'Reading Comprehension Strategies' to have a moderate impact on learning.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	TAs to give this 1:1 support	Termly

As above, in Writing.	1:1 Writing conferences	Research by the Education Empowerment Foundation has found 'Feedback' and '1:1 Tuition' to have moderate-high impact on learning. Our 'writing conferences' combine both of these approaches.	Internal performance development, work scrutiny and tracking data will be used to monitor effectiveness of provision.	KR –KS2 LR & KS1 teachers	Termly
PPG children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	From school tracking systems we know that children who receive emotional support through the Zacchaeus Club and Learning Mentor make good or better progress.	External supervision to monitor effectiveness of support provided. Internal performance monitoring and development.	Zacchaeus & School Learning Mentor	Termly
<b>Total budgeted cost</b>					£ 54,000
<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 SEND children eligible for PPG will be working at expected standard for their age	Specialist assessment of learning need	Where children eligible for PPG have particular barriers to learning, advice from the SEND Consultant and PSS support will be sought to help overcome these and tailored support will be provided.	SEND pupil reviews and internal tracking data will show that the recommended support is impacting on progress.	SENCO	Termly
All children, including PPG, will have access to educational visits	Costs will be paid to increase participation in educational visits	OFSTED promotes 'Learning outside the classroom' as it has many benefits, both academically and socially.	Eligible children will be funded as necessary	HT	Termly
To support families where children receive PPG funding	Paying other costs (e.g. bus fares) to improve attendance etc.	School attendance to be at least 97%.	Attendance will be monitored and improved because of this measure.	DH	Termly
<b>Total budgeted cost</b>					£ 16,520

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
33% of children in each class will be working at greater depth across the curriculum	Quality first teaching with appropriate targeted support as required (see below)	This has been achieved in most classes in most areas of the curriculum, as evidenced by our end-of- key stage outcomes and internal tracking data. There remains a gap between the proportion of PPG-eligible and non-eligible children achieving 'greater depth' which we will aim to reduce further in 2019-20.	Our end of key stage outcomes indicate that we should continue to aim for at least 33% of children in each class to be working at greater depth across the curriculum. In order increase the proportion of PPG-eligible children achieving 'greater depth', targeted support will be necessary and especially if some of these children are also SEND.	-
All SEND children and low attaining pupils will be working at expected standard for their age in Mathematics	Use of practical resources, visual images and reasoning to support children's understanding of mathematical concepts	At the end of both KS1 and KS2, a greater proportion of pupils with Special Educational Needs achieved the expected standard in Mathematics than the Birmingham average. However, at the end of KS2, the progress of disadvantaged pupils and those with SEND is less than that of their peers and remains a focus for 2018-2019.	While the use of practical resources, visual images and reasoning to support children's understanding of mathematical concepts is valuable, we feel that embedding it in a different, whole-school approach would have greater impact. We will focus on this in 2018-2019.	-
<b>Total budgeted cost</b>				School Budget
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More children eligible for PPG will meet, or exceed, the expected standard for their age in Reading	1:1 Reading support	1:1 support in Reading has had a positive impact on pupils' progress: by the end of KS2, the average progress of 'disadvantaged' pupils was better than that of non-disadvantaged pupils.	Over time, 1:1 support in Reading enables pupils to develop reading and comprehension skills more rapidly; develop their higher order skills (of reasoning, deduction and making valid comparisons across texts/ genres). This approach to be continued.	
More children eligible for PP will meet, or exceed, the expected standard for their age in Writing	1:1 Writing conferences	1:1 support in Reading has had a positive impact on pupils' progress: by the end of KS2, the average progress of 'disadvantaged' pupils was significantly better than that of non-disadvantaged pupils.	The Writing Conferences are a highly effective means of developing children's skills and compositions. The staff allocated to this provision provide excellent feedback to the class teachers to help them build on the progress made. This approach to be continued.	

Children's emotional well-being is developed to enable them to make good or better progress academically	Emotional Support	From school tracking systems we know that children who receive emotional support through the Zacchaeus Club and our Learning Mentor make good or better progress.	Emotional needs are increasing as the School has increased its pupil numbers and our investment in Zacchaeus and Learning Mentor (now with a Counselling qualification) has enabled more vulnerable children to make progress. Therefore, this provision will be maintained in the future.	
<b>Total budgeted cost</b>				£56,102.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All SEND children eligible for PPG will be working at expected standard for their age	Specialist assessment of learning need	While the provision of the SEND Consultant helps teachers and parents understand particular difficulties that the children have in it can take time for any recommended approaches, once implemented, to have an impact. Consequently, some SEND children eligible for PPG are still working towards the expected standard for their age.	Although some SEND children eligible for PPG are still working below the expected standard for their age, this provision is to be continued as it helps barriers to learning to be identified and tackled sooner.	10,000.00 (SEND consultant)
All children will have access to educational visits	Costs will be paid to increase participation in educational visits	Actioned as appropriate.	This approach to be continued as it has a positive impact upon a child's emotional health and wellbeing as well as academic performance.	
To support families where children receive PPG funding	Paying other costs (e.g. bus fares) to improve attendance etc.	School attendance on a par with non-PPG children. Attendance monitoring has impacted positively on specific families/children with PPG.	Children with less than required attendance do fall behind academically. This PPG element to be continued to assist families who meet the criteria.	
<b>Total budgeted cost</b>				£16,758.00