

Pupil Premium Strategy 2016 – 2017

Roles and Responsibilities

Head Teacher

- Overseeing and evaluating the impact of pupil premium spending on eligible pupils' achievement
- Sharing priorities with governors, SLT and other relevant stakeholders
- With the Pupil Premium Champion, analyse end of year attainment and identify priorities for the following year

Pupil Premium Governor

- Undergo inhouse training provided by the SBM/HT/PP Champion to explore key issues from budget and from data
- Develop a close working relationship with the PPC
- Spend time exploring and understanding school issues and the actions taken to 'diminish the difference' between those children eligible for pupil premium and those children not

School Business Manager

- Ensure that all pupils who are eligible for the pupil premium grant are identified and registered
- Access the DfE 'Key to Success' website at the beginning of each term and obtain a list of children who are eligible for pupil premium

Pupil Premium Champion

- Monitor pupil progress for all pupil premium children
- With the Head Teacher, analyse end of year attainment and identify priorities for the following year
- Identify barriers and seek intervention where necessary
- Undertake regular and rigorous monitoring of pupil premium children's books
- Undertake regular learning walks to access/monitor progress of pupil premium children

Class Teachers

- Know who the children eligible for pupil premium are in their class
- Make teaching assistants aware of the children who are eligible for pupil premium in the class
- Monitor progress of pupil premium children
- Identify barriers and seek intervention where necessary



St Mary's Catholic Voluntary Primary Academy - Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of Pupils on Role	165
Number of pupils eligible	104 (63%)
TOTAL PP received	£137,280

Identified barriers to educational achievement

St Mary's has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language - especially early acquisition
- The number of pupils who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL
- Pupils with specific social and emotional needs which affect their learning
- Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities
- Attendance and in particular punctuality
- Parental engagement with school and their children's readiness for learning

Key expenditure - how the allocation will be spent

Area of spend	Focus	Total allocation
Experienced support staff	English, maths & sport	£39,560
Additional TA support in classes and for focused interventions	English and Maths	£39,000
Additional resources to support reading from YR to Y6	English	£23,960
Staff training to raise awareness of specific barriers to learning and how to support children	Personal, social and emotional	£16,000
Speech and Language Support and Intervention	Language, personal, social & emotional	£3,500
Funding for breakfast club, school trips and residential trips	Personal and social	£10,000
Funding of uniform and other essential items	Personal and Social	£4,000
Community Cadets scheme - Targeting specific groups of children	Personal, social & emotional	£1,200
Total		£137,280

Area of spend	Intended outcomes - why these approaches were taken	Actions
TA support in classes and for focused interventions	<ul style="list-style-type: none"> ● 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) ● Support within lessons to improve understanding of learning in reading, writing and maths. ● Consolidation of learning completed in classes – time for practise and application of skills. ● Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. ● Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. ● Careful tracking of homework to include reading journals – ensure regular reading takes place - Priority reading with TAs if pupils are unable to read at home. ● Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas ● Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. 	<ul style="list-style-type: none"> ● Teacher and TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources. ● Teacher and SENCO reviews – careful planning of interventions to be completed each half term/phase. ● TAs provide evidence of outcomes and plan for next steps. ● SENCO observe interventions and provide feedback regarding strategies, next steps, resources. ● Clear communication between teachers and TAs – expectations within lessons. ● TA timetables carefully planned – making best use of intervention time for pre- teaching and consolidation of learning. ● Close communication between teachers, attendance officer and SLT to track pupils with concerning attendance and/or punctuality and develop action plan as necessary. ● Teachers and TAs liaise closely and regularly update tracking for pupils with SEN.
Resources to support Reading and Guided reading across the school from Reception to Year 6	<ul style="list-style-type: none"> ● Increase the number of children reaching age related expectation for reading in all year groups. ● Create a positive reading culture in school where pupils are encouraged to read for pleasure regularly as well as during the teaching sequence. ● Pupils apply a range of strategies to help them 	<ul style="list-style-type: none"> ● SLT to monitor and track progress in reading and ensure pupils at risk of falling behind are targeted with well planned and focused interventions. ● New resources are purchased from OUP which will supplement schools current collection – these to include a range of new titles to encourage boys to engage with texts. Teaching notes are provided to ensure the teaching

	<p>not only decode text but to answer complex comprehension questions based on their reading. They make predictions and find evidence to support their ideas and thinking.</p> <ul style="list-style-type: none"> • Children with Specific reading needs are targeted through well planned intervention to make accelerated progress. • A higher proportion of pupils achieve ‘mastery’ level in reading and are confident to read and talk about a range of texts and genres and express their personal opinions about them. 	<p>sequence includes well -structured and well planned questioning for comprehension.</p> <ul style="list-style-type: none"> • Clear communication between teachers and TAs – expectations and outcomes within lessons. • Timetables carefully planned – making sure guided reading is included on a daily basis. • Teachers use guided reading sessions to consolidate children’s knowledge and understanding of SPAG.
Speech and Language Intervention	<ul style="list-style-type: none"> • Enable children to reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life. • Supports specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar. • Supports pupils to develop appropriate social skills which are a key component to interacting with others. 	<ul style="list-style-type: none"> • ST and TA timetables carefully planned – making best use of intervention time for teaching and consolidation of learning – Advice from ST is followed in classes and copies of strategies are sent home. • TA provides evidence of outcomes to Teacher and plans for next steps. • Close communication between TAs, teachers and SLT to track pupils with concerning difficulties with S&L and develop action plan as necessary. • Feedback meetings to families regarding progress and additional support signposted when necessary.
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school’s curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential 	<ul style="list-style-type: none"> • Teachers are sensitive to the needs of families within the schools and raise issues with a member of the SLT.
Funding of Uniform and other essential items		<ul style="list-style-type: none"> • Teachers are sensitive to the needs of families within the schools and raise issues with a member of the SLT.

		<ul style="list-style-type: none"> • Referrals also made to Early Help and SVP to support families in crisis.
Community Cadets Scheme		<ul style="list-style-type: none"> • Supporting vulnerable groups of children

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At St Marys Catholic Voluntary Primary Academy, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every half term) and will include a member of Senior Leadership, teachers and feeds in information from TAs.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Local Management Board's meetings.

Designated staff members in charge:

HT Mrs C Ruddy

DHT: Mrs L Phelps (Pupil Premium Champion)

SENCo: Mrs A Hick

Nominated governor: Mr Kenny Cairns

Pupil Premium Strategy Reviews and Progress meetings:

Initial meetings between SENCo and Teachers have been during September 2016 - these meeting identified children who should be targeted by interventions and the appropriate interventions and resources.

Meetings also takes place with parents of children with a specific need and who have accessed outside agencies for assessments e.g. Specialist teaching - the findings of these assessments are shared with parents and class teacher - plans are made to implement their recommendations

Dates of next meetings

Nov 2016 - Individual appointments will be made with staff members

Dates TBC during: February 2017 April 2017 May 2017 July 2017