**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | St Catherine’s  |
| **Academic Year** | 2018/19 | **Total PP budget – until April 2019** | £46970 | **Date of most recent PP Review** | July 2018  |
| **Total number of pupils** | 486 | **Number of pupils eligible for PP** | 76 (15%)  | **Date for next internal review of this strategy** | April 2019  |

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| 1. **Current attainment KS2**
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|  | *Pupils eligible for PP (13)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | 69% | 80% |
| **Meeting Expected Standard in Reading**  | 77% | 91% |
| **Meeting Expected Standard in Writing**  | 77% | 91% |
| **Meeting Expected Standard in Maths**  | 85% | 94% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Small in school gap in attainment in writing for disadvantaged children compared to non disadvantaged peers |
|  | Writing skills in Reception are lower for children eligible for PP than others which results in a lower GLD compared to non-disadvantaged children |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | All disadvantaged children will be on track in writing to achieve their end of key stage targets. This will measured through statutory assessments, teacher assessments and moderation – internal and external. | 100% of .PP children will be on track at the end of the year to achive their end of Keys stage target. |
|  | Improve writing skills of those children eligible for PP in Reception so that they achieve ARE at the end of the year. This will measured through the Early Learning Goals | PP children will make rapid progress from their starting points to ensure they meet age related expectations |
| 1. **Planned expenditure**
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| **Academic year** | **2018/2019** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| **A** All KS2 Disadvantaged children are on track to achieve their end of KS2 target in writing  | Focus on quality first teaching across KS2,Induction of all new staff so that high expectations are embedded, - talk partners, language support, modelled writing opportunities, specific feedback Specialist teacher support within focus year groups to accelerate progress using targeted teaching and feedback.Inset for whole staff to focus on teaching of writing using modelling strategies  | Evidence shows that children’s writing attainment can be improved by teaching writing composition strategies through modelling and supported practice and by developing pupils’ transcription and sentence construction skills through extensive practice <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/> | Rigorous monitoring by SLT and English lead e.g. lesson observations, learning walks, book scrutiny’s  | Senior Leadership Team  | April 2019  |
| **B**Improve writing skills of those children eligible for PP in Reception | To support children with interventions to develop and embed early literacy skills especially writing and communication skills Staff to be trained in Physical literacy approach  | Evidence from research EEF toolkit shows that storytelling, group reading activities (that aim to develop letter knowledge), introductions to different kinds of writing, knowledge of sounds and early phonics has a sustained impact on the development of early literacy strategies for disadvantaged students. <https://educationendowmentfoundation.org.uk/pdf/generate/>?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=297&t=Teaching and Learning Toolkit&e=297&s= | Children’s progress will be tracked from their base line assessment – early Autumn 1. Staff will have access to training and feedback so that their practice is highly effective. Intervention sessions will be timetabled. AHT will monitor impact of training through observations and pupil progress meetings  | Senior leadership team  | Pupil Progress meetings Jan 2019  |
| **Estimated budget cost** | £44718 |
| 1. **Targeted support**
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| **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?** |
| **A** Higher rates of progress across KS2 for high attaining pupils eligible for PP | Specialist teacher support to focus on disadvantaged children. Targeted teaching, pupil conferencing, SEN interventions and booster groups | Evidence shows that providing students with high quality feedback can advance their progress rapidly <https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/>Small group tuition/booster groups aimed at meeting the needs of a very targeted group of children<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> | Rigorous monitoring by SLT and AHT inclusion e.g. lesson observations, learning walks, book scrutiny’s | Senior leadership team  | April 2019  |
| **B** Improve writing skills of those children eligible for PP in Reception and in Year 1 | Targeted daily support for specific children to address their unique barriers to learning e.g. gross motor skills, fine motor skills, speech and language support  | Evidence shows that improving children’s physical skills and access to early literacy improves their attainment in writing<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/><https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/> | Rigorous monitoring by SLT and AHT inclusion e.g. lesson observations, learning walks, book scrutiny’s | Senior leadership team | April 2019 |
| **Estimated budget cost** | £7000 |
| 1. **Other approaches**
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| **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 develop a growth mind-set and a can do approach to learning  | Whole staff Inset, followed by staff meetings. All children to have a series of six lessons across the year as well as the approach being incorporated into student feedback and daily interactions. Information shared with families. | Evidence shows that the approach is particularly effective for disadvantaged pupils as they learn that intelligence is not fixed. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets/> | The adoption of this approach forms part of the school improvement plan and will be scrutinised by the school senior leadership and governors. It will be evident in learning walks, pupil voice, feedback from parents and pupil progress meetings  | Senior leadership team  | April 2019  |
| **Estimated budget cost** | £2000 |

Any remaining budget would be used for educational trip subsidies, individual pupil purchases and would be absorbed into everyday costs for Pupil Premium children.