

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Catherine's				
Academic Year	2017/18	Total PP budget	£98,680	Date of most recent PP Review	February 2018
Total number of pupils	498	Number of pupils eligible for PP	78	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	83%	88% (65%)
Average progress score in reading	3.94	3.65
Average progress score in writing	-0.36	-1.28
Average progress score in maths	4.13	2.98

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2
<b>B.</b>	Writing skills in Reception are lower for children eligible for PP than others which results in a lower GLD
<b>C.</b>	Pupils who are eligible for PP are making less progress in writing in Key Stage 1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Supporting Families whose children are recorded as Child in Need or Child Protection

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
<b>B.</b>	Improve writing skills of those children eligible for PP in Reception and in Year 1	PP children will make rapid progress from their starting points to ensure they meet age related expectations
<b>C.</b>	Higher rates of progress in key Stage 1 for pupils eligible for PP in writing.	PP children will make rapid progress from their starting points to ensure they meet their end of Key stage 1 target in writing

5. Planned expenditure					
Academic year	2017/18				
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?
<p><b>A</b> Higher rates of progress across KS2 for high attaining pupils eligible for PP</p> <p><b>C</b> Higher rates of progress in Key Stage 1 for pupils eligible for PP in writing.</p>	<p>Assessment Leader to attend the Assessment Conference. And feedback findings to SLT</p> <p>Using talk partners and high quality feedback on children's work by both the class teacher and their peers.</p>	<p>Talk partners and the use of peer assessment are proved to have a positive impact on children's learning. As a school we have seen children make progress in their learning as well as the ability to articulate their thoughts. We want to target this support to our PP children and consider pairings which will enable them to make the same progress.</p>	<p>Assessment Leader Year 6 teacher given time to implement and embed this across the school.</p> <p>Staff INSET time given to train all staff in a consistent approach.</p>	<b>Assessment Leader</b>	July 2018
<p><b>B</b> Improve writing skills of those children eligible for PP in Reception and in Year 1</p>	<p>Staff in EYFS to attend a developing early writing course.</p> <p>TAs and teachers to attend training run by OT on developing writing.</p>	<p>We want to invest some of the PP funding in training our staff up in developing writing. Training will give strategies to embed in all areas of the continuous provision both inside and outside the EYFS area. This will benefit all children.</p>	<p>Feedback to all staff about the course attended.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	<b>EYFS team</b>	July 2018
<b>Estimated budget cost</b>					£12,000
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?
<p><b>A</b> Higher rates of progress across KS2 for high attaining pupils eligible for PP</p>	<p>1:1 and small group sessions by TA in addition to lessons</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible</p>	<p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p>	<b>Pupil Premium Coordinator</b>	July 2018

<b>B</b> Improve writing skills of those children eligible for PP in Reception and in Year 1	Targeted phonics support by class teachers and TAs during phonics sessions.  Phonics interventions in Year 1.	Targeted, high quality interventions are shown to have a positive impact. Children who do not have a secure understanding of phase 2 or 3 will need targeted support in a smaller group in addition to accessing whole class phonics sessions.	Phonics interventions will be tracked every half term. They will have a baseline assessment and an end of intervention assessment to show progress.	<b>Year 1 teachers/TA's EYFS team</b>	July 2018
<b>Estimated budget cost</b>					£75,000
<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>
Improve writing skills of those children eligible for PP in Reception	Purchase writing resources and furniture for under the new canopy in the EYFS play area	Children to develop their hand control and mark making skills especially for those children who prefer to play outside.	Monitor the learning taking place through weekly learning walks, lesson observations and use of tapestry for evidence gathering.	EYFS Leader	July 2018
<b>Estimated budget cost</b>					£5,000

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

## 6. Review of expenditure

Previous Academic Year

### 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

### 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

### 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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)