

# Pupil premium strategy statement 2016-2017

## St Mary's Catholic Primary School, Isleworth



1. Summary information					
School	St Mary's, Isleworth				
Academic Year	2016/17	Total PP budget	£17,160	Date of most recent PP Review	February 17
Total number of pupils	388	Number of pupils eligible for PP	12 (19)	Date for next internal review of this strategy	April 17

2. Attainment at summer 2016		
Figures for the 6 children who were in Reception, Y1, Y2 and Y6 in summer 2016.	<i>Pupils eligible for PP (your school) based on 19 not 12.</i>	<i>All Pupils</i>
% achieving GLD in summer 2016	1 child who did not get GLD	87%
% achieving Y1 phonics	2 children 1 did 1 did not	90.2%
% achieving in Expected + in R/W/M at KS1	1 child who achieved E+ in all 3	R 84.5% W 79% and M 86%
% achieving Expected + in R/W/M at KS2	2 children both achieved E+, R&W. Neither did in M	R 83% W 87% and M 63%

3. Current attainment as at Spring 2017		
School's provision and data is for 19 children as we include those who we are receiving PP funding for and those who will receive funding after April 17. This year numbers of children receiving PP increased from 12 to 19 as a result of new children to the school and/or parents applying for the first time. 58% of PP children are on the SEN register.	<i>Pupils eligible for PP (your school) based on 19 not 12.</i>	<i>All Pupils</i>
% achieving in reading, writing and maths	37%	87%
% making progress in reading	58%	91%
% making progress in writing	47%	91%
% making progress in maths	47%	93%

4. 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>	Lack of formal nursery and/or not attending the school's nursery impacts on children in Reception who are lower for pupils eligible for PP than for other pupils.	
<b>B.</b>	SEN pupils who are eligible for PP (58%) are making less progress than other ability pupils across Key Stage 1.	
<b>C.</b>	Our children in receipt of PP often have other learning needs – ADHD, Attachment disorder for instance.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<p>Wider family issues impact on our PP children. Issues include: social care involvement, family relationship and/or parenting issues and mental health issues.</p> <p><b>It must be noted that we have very small numbers of PP children – significantly below the average. IDACI (RAISE ONLINE) data shows that 25% children are covered by the School Deprivation Indicator. This is not born out in our PP %. We think this is because parents are choosing to work and are therefore making do and not qualifying for FSM.</b></p>	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language and writing skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for children eligible for PP. And higher percentages of GD at KS1.	Pupils eligible for PP identified including those high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 & 2 in maths, reading and writing. Measured in Y1,2,3,4, 5 and 6 by teacher assessments and successful moderation practices established across the HCPP and local moderation clusters).
<b>C.</b>	Behavioural issues (at home) to be addressed through working in partnership with external professionals (health and social care).	Fewer behaviour incidents recorded at home and willingness to come into school.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 8*% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
How is the pupil premium grant used 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?
A. Improved oral language and writing skills in Reception  B. Improved progress for PP children	Staff training on high quality feedback.  Whole school training on developing oracy for pupils in EYFS and reception Y1 from EYFS/Reception. And those who are EAL.  Staff training on provision for greater depth activities at KS1.	The EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We will continue our work on Building Better Learners to build learning capacity in staff and children.  Online 1to1 tutoring once a week in maths.	Training for those new to phase.  Whole school INSET led by Michelle Carter.  In school peer observation and support (peer challenge model using groups of 3 teachers) with QA (Michelle)	Acting Deputy Head	Summer 2017
B. Improved progress for high attaining pupils	Use LBH advisor and lead KS1 professional (who is also LBH moderator) to audit provision for GD.	High ability pupils eligible for PP and other higher ability children are making less progress than other higher attaining pupils across Key Stage 1 in writing and across Key stage 2 in maths. We want to ensure that all pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide Greater depth and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Acting Deputy Head KS1 leader Enquiry leader (inc maths)	Summer 2017
<b>Total budgeted cost</b>					£11,600
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?

A. Improved oral language and writing skills in reception  B. Improved progress for high attaining pupils	121 and small group provision in Reception and KS1.	Targeted support to catch up. Our one to one tutor is well proven with children leaving with increased skills and more confidence in lessons. Before school breakfast club (based on the old Springboard Maths) for Y3&4. Provision in Y5&6 is during the school day. Experienced teacher to take 1to1 and groups.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Enquiry lead to organise best resources to use. One to one tutor to meet regularly with DH to review progress of children. She also meets with parents.	EYFS lead  ADH  One to One tutor  Enquiry lead	Jun 2017
B. Improved progress for high attaining pupils (inc PP children).	Children are not grouped by ability. All children are able to choose pitch of challenge (ready/steady/go). Go activities are GD.	We want to provide extra support to boost high attainment.  Enquiry lead to lead INSET on GD whilst investigating Maths No Problem!	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	ADH	Mar 2017
<b>Total budgeted cost</b>					£16,000
<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>
D. Increased attendance rates	Admin assistant to monitor attendance (every ½ term). Absences picked up immediately and texts sent. Letters (as per LBH) sent out.	All clubs (after school) to be funded by PP grant for PP children. All workshops/visits and school journeys too. In this way we hope to encourage all children to attend regularly. Whole school attendance figure is always above 96% as it is.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT and Admin Ass.	Spring 2017
C. Problem behaviour at home to be addressed by working in partnership with parents.	Engage with other professionals and use support worker to give strategies for behaviour management whilst at home. Focus on positive behaviours in school. Ensure access to clubs.	Negative behaviours are seen in the home and not in school. School's ability to influence behaviour in the home is limited. Partnership judged to be the best way.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Facilitate obs to external partners. Offer school as venue for meetings	Class teacher  HT  SENCO	Jun 2017
<b>Total budgeted cost</b>					£3,800.

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
Challenge the whole school community to raise aspirations and improve achievement for all.	Membership of Achievement for All	Training had little impact due to personnel issues of the trainer and problems navigating the online hub. Engagement meetings with parents were successful and enabled shared plans to be developed. Engage from parents was good. Continue Building Better Learners project.  Success criteria: partly met	Staff were not positive about the training.  We withdrew (along the majority of local schools) from the programme and will not repeat the training, but continue implementing the approach and monitoring pupil response with parents.  BBL effected by illness of trainer but strategies are increasingly embedded. Will continue.	£5,500.
<b>ii. Targeted support</b>				
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
Additional TA training to support children to reach potentials in literacy and numeracy.	One to one tuition delivered using planned programme.	Numbers Count 1&2 had noticeable impact on the children's number skills and their confidence in whole class situations. Success criteria: met	We will continue next year.	£20,150.
<b>iii. Other approaches</b>				
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
100% assistance in funding school trips/clubs etc.	To encourage and enable all children to take part in all 'extra' activities.	Positive impact for children who attended clubs. High uptake on trips and school journeys. Success criteria: met	Next year we will proactively contact parents of PP children at the year to ensure all know about the offer.	£3500