

MARGARET ROPER PRIMARY SCHOOL Pupil premium strategy statement

1. Summary information					
School	Margaret Roper Catholic Primary School				
Academic Year	2017 - 18	Total PP budget	£16,840	Date of most recent PP Review	September 2017
Total number of pupils	243	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Half Termly

2. Current attainment
<p>Very small numbers of pupils in receipt of FSM make specific statements difficult without identifying individual children, in breach of the data protection act.</p> <p>In 2016/17 all Pupil Premium children achieved expected progress in Reading, Writing and Mathematics with one achieving better than expected progress in Reading and Mathematics.</p> <p>All disadvantaged pupils achieved a L4+ in Reading, Writing and Mathematics. APS for Disadvantaged pupils overall was behind that of their peers and the school is aware that more needs to be done to close the gap by the end of KS2.</p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low initial attainment
B.	Wellbeing resulting from lack of social and emotional resilience
C.	Inability to work independently
D.	Specific needs which may result from SEN
E.	Poor language skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Absence from school
B.	Lateness to school
C.	Engagement of parents with school

D.	Social and economic aspect of home life.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children to make good or better progress	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
B.	Additional needs are supported effectively for PP children	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional issues PP children may face.
C.	Improved relationships with parents/carers of children who are PP	Develop clear communication links with parent/carers so they feel part of the school community. Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home through encouraging parents to hear children and to support homework
D.	Improved attendance and punctuality of PP children.	Attendance/ punctuality issues diminished. School is informed when children are away/ running late.
E.	Support for parents of PP children to enable them to assist children with home work.	PP children return completed homework or parents communicate difficulties to class teacher.

5. Planned expenditure

Academic year

2017 -2018

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?
Good or better progress	Monitor teaching to ensure that quality first teaching is in place. Development of TAs to support children in particular those with additional needs. Ensure children have access to resources to aid independence.	Need to raise expectations for all pupils across the curriculum with a focus on writing. Observation of good practice to be shared across the staff. Structured spelling programme has been implemented to tackle under achievement and ensure children's learning is secure and ready to build on.	Book scrutinise. Learning walks Observations of quality first teaching. Sharing good practice. Monitoring of marking and next steps.	SLT SENCo	Ongoing
Good relationships with parents.	Regular clear communication with parents through newsletters, website, facebook, parent / teacher conferencing and individual meetings.	Need to identify areas of concern parents have around their children's education. To continue to develop parental involvement in the wider school activities. To ensure parents are aware of their children's progress and are able to continue the support at home.	Through regular contact with parents. 1:1 meetings with parents for children who are not meeting targets. Using PP funding to support learning through additional resources.	SLT SENCo	Ongoing

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?
Additional needs are supported effectively to ensure good or better progress.	Intervention group work Some 1:1 support in class and out of class. Allocation of funding to facilitate aids to learning.	To continue to ensure that good or better progress is made by PP pupils in line with their peers. To enable the PP pupils who have additional needs to become more independent in their learning.	Monitoring of progress show in children's work books. Data obtained from summative testing. Teacher assessments and pupil progress meetings.	SLT	Ongoing
Support for parents of PP children to enable them to assist children with home work.	Differentiated homework suitable to the ability of the child. Discussion with class teacher.	Homework to consolidate class based learning. To ensure children understand concepts and can become independent learners.	Regular review and marking of homework. Discussions with parent and class teacher relating to any difficulties when accessing homework. Parent surveys.	SLT	Termly
Early targeted Speech and Language support	1:1 support or small group support to ensure progression.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	SENCo	½ Termly

Social and emotional support for PP children	1:1 support from Drama therapist.	A small group of children struggle with the social and emotional aspects of learning and benefit from time to explore their feelings in a calm structured way.	Drama Therapy weekly for identified children.	SENCo	½ Termly
iii. Other approaches					
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?
Improved attendance and punctuality.	Breakfast club. Discussions with parents to resolve issues around punctuality. Referrals to Early Help.	Children arriving late to school as a result of issues at or around their home life. To ensure the children have a breakfast before the start of the school day and are therefor ready to learn.	Breakfast club register each morning. Monitoring of punctuality and attendance.	TAs for breakfast club	Review termly
Improved communication with parent/carers	Clear regular communication with parent/carers. Individual appointments to meet with parents of PP children with additional needs.	Communication through news letter, letters to parents, website, facebook, parent teacher conference and parent meetings to ensure parents are aware of any changes to the school, trips, upcoming events.	Parent surveys. Attendance at school events. Response to information.	SLT Class teachers	Review termly at parent teacher conferences
Create opportunities and	School visits to places of interest	PP children are often not exposed to other learning opportunities.	Pupil conferences/ pupil voice.	SLT	Sept 2018

aspiration for PP pupils.	related to the curriculum.	To widen the experiences of PP children.	Writing opportunities created through experiences. Risk assessments.		
Total budgeted cost					£16,840

6. Review of expenditure		
Previous Academic Year	2016 -2017	£20,800

For 2016/17 schools receive an additional £1320 for each pupil eligible for free school meals. Children who are in the care of the local authority or who have been previously looked after are allocated the sum of £1900. Children whose parents serve in the armed forces receive a lower amount of £300. Allocation of funding is based on pupils eligible recorded on the January School Census.

For the year 2016 -2017 we had 8 children classed as PP which results in an annual budget of £20,800.

7. Additional detail