

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Margaret Roper Catholic Primary School				
<b>Academic Year</b>	2018 - 19	<b>Total PP budget</b>	£20,100	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	243	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	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 2017/18 out of the 13 children who receive a pupil premium all have made some progress with 4 having made greater than expected progress in at least two subjects, with one making exceptional progress in reading and writing and another in maths. There have been two children who, while making progress, have not made the expected level in writing and one who did not make the expected level of progress in reading. All disadvantaged pupils at the end of KS2 achieved a L4+ in Reading, Writing and Mathematics.</p> <p>There remain some gaps between the attainment of children who access the pupil premium with 9 children out of the 13 attaining Age Related Expectations (ARE) in reading with 2 just below and 2 significantly below AREs. For Writing there were 5 children achieving ARE, 5 just below and 3 children significantly below, and for maths 6 children achieved ARE, 5 were just below and 2 significantly below. Over the last academic year however, these gap have, for many, narrowed significantly with the greatest being in year 6. We will continue to work to support children to narrow the gap further and to make significant progress at their level.</p>

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>	Low initial attainment particularly where EAL is a factor.
<b>B.</b>	Wellbeing resulting from lack of social and emotional resilience
<b>C.</b>	Inability to work independently
<b>D.</b>	Specific needs which may result from SEN
<b>E.</b>	Poor language skills
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>A.</b>	Absence from school
<b>B.</b>	Lateness to school
<b>C.</b>	Engagement of parents with school
<b>D.</b>	Social and economic aspect of home life.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All Children accessing PP to make good or better progress	All children who access the pupil premium, 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>B.</b>	Additional needs are supported effectively for children accessing PP	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional issues children accessing PP may face.
<b>C.</b>	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
<b>D.</b>	Improved attendance and punctuality of children accessing PP.	Attendance/ punctuality issues diminished. School is informed when children are away/ running late.
<b>E.</b>	Support for parents of children accessing PP to enable them to assist children with home work.	Children accessing PP return completed homework or parents communicate difficulties to class teacher.

## 5. Planned expenditure

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.

### 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

<b>ii. Targeted support</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>
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 Children accessing PP 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 Children accessing PP	1:1 support from Drama therapist.  1:1 / small group work with ELSA	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 or ELSA weekly for identified children.	SENCo	½ Termly
<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>
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 Children accessing PP 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 aspiration for PP pupils.	School visits to places of interest related to the curriculum.	Children accessing PP are often not exposed to other learning opportunities. To widen the experiences of Children accessing PP.	Pupil conferences/ pupil voice. Writing opportunities created through experiences. Risk assessments.	SLT	Sept 2018
<b>Total budgeted cost</b>					£20100

6. Review of expenditure		
Previous Academic Year	<b>2017 -2018</b>	<b>£16,840</b>

For 2017/18 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 £2300. 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 2017 -2018 we had 11 children classed as PP which results in an annual budget of £16,840.

7. Additional detail