

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ursuline Catholic Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£71740+ £3780(carry over)= £75 520	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	419	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	75%	61%
<b>% making progress in reading</b>	75%	71%
<b>% making progress in writing</b>	83%	76%
<b>% making progress in maths</b>	83%	75%

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>	Poor expressive and receptive language skills of an identified group of pupils across the school who receive pupil premium funding.
<b>B.</b>	Slip in progress and attainment rates last year in identified groups in present Year 4 and Year 6
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Partnerships with identified families of children with poor punctuality.
<b>D.</b>	Pupil premium attendance rate was below the school target of 96.8%, which reduces teaching and learning time.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills of identified group.	Children make rapid progress towards meeting age-related expectations.
<b>B.</b>	Higher rates of progress for identified groups in the present Year4 and 6.	In Year 4 lower and middle attainers make at least expected progress from their starting points in Reading, Writing and Maths. In Year 6 middle and high attainers make at least expected progress

		from their starting points in Reading, Writing and Maths.
<b>C.</b>	To develop nurturing partnership with identified families to build on consistent home school link.	Consistent engagement and lessened anxiety for these pupils who are eligible for pupil premium. Increased rates in punctuality for identified group.
<b>D.</b>	Improved attendance rate of children eligible pupil premium.	Attendance rate of pp children to reach 96.8%

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?
A. Improved oral language skills	High quality intervention. Active listening explicitly taught. Co-operative Learning groups	Opportunity to employ for 2 hours a week a trained speech and language therapist.	Close liaison with class teacher, outside agencies and s & l therapist.	Class teachers overseen by SLT	Pupil progress meetings in Autumn, Spring and Summer
Higher rates of progress for identified groups in present years 4 and 6  Continued high rates of progress in all other year groups	Additional fix-it for R, W and M. Reciprocal Reading strategies.	Guided groups.	Guided Group Records Pupil Interviews	As Above	As Above
<b>Total budgeted cost</b>					KS1 £26 011
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 skills.	Black Sheep Intervention 5 minute box Extra Phonics Sessions	Pupils will benefit from targeted small group sessions to enhance their use of vocabulary and understanding.	Pupil progress meetings Interviews with pupils 1:1		As and when programme ends. Aut, Spr, Sum pupil progress meetings.
B. Higher rates of progress for identified groups in present Years 4 and 6	Daily reading programme using reciprocal reading 1:3 small Maths grp support Extra 1:1/small group support in Fix-it for English and Topic Additional Guided group support in Maths	Pupils know what to do to improve for the next lesson. Aid the fluency and through a running record to identify cues being used.	Evidence in book scrutinies. Discussions with relevant staff		Pupil progress meetings Aut, Spr, Sum
<b>Total budgeted cost</b>					KS2 £44 289
<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 punctuality of an identified group	Consistent home school link with identified families. Offer support/ideas for getting in on time(link to nurture)	If pupils are in on time they are starting the working day with their peers. There are anxieties about going into a full classroom with pupils already on task. Pupils will start with everyone else-have the same starting point. Pupils will settle to work more quickly and complete all work.	Office staff to monitor and raise concerns as soon as possible. TL will develop strong links with identified families to support. She will report back to Leadership	TL	On a monthly basis
Attendance rate to be as close to 96.8% (at present 94%)	Meet and greet at gate in mornings. If necessary TL/or another adult to go to pupil's home to ensure attendance.	This has proved to allay fears and worries of some pupils who may not have had a good start to their day. If attendance rate increases the pupils concerned will have an increased chance of making expected or better than expected progress.	Office staff to monitor and raise concerns as soon as possible. TL to be the link with families to support them in getting their pupils to school. This may include visiting the home in the event of school refusal, unless another member of staff is more appropriate.	TL	On a monthly basis
<b>Total budgeted cost</b>					£5207

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
Reduce the gap in attainment between the Pupil premium children and all children in KS1 in R, W and M.	Fix-it (additional) Pre-reading Extra Guided groups Extra 1:1 /small group reading	Yes 100% disadvantaged children achieved ARE in Reading, Writing and Maths. This was above the figure for all children.	Yes	£24 528
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
Maintain the good progress at KS2 to include a number of children working at greater depth.	Guided groups Bespoke interventions Extra reading Consolidation during pm sessions	Yes, more disadvantaged pupils are at ARE. The number of pupils working at greater depth improved in Writing and Maths	Yes	£57 232