



## Pupil premium strategy statement:

1. Summary information					
School	St. Mary's Birchley Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£21,420	Date of most recent PP Review	Oct 2018
Total number of pupils	208	Number of pupils eligible for PP inc LAC, Post LAC and Service children	22 pupils	Date for next internal review of this strategy	Oct 2019

2. Current attainment by the end of 2017 – 2018 There were no Pupil Premium Children in the 2017-2018 Y6 or EYFS cohort.		
Attainment/Progress for: 2017-2018 (KS1)	Pupils eligible for PP (your school)	Pupils not eligible for PP
% of children achieving expected standard in reading, writing and maths combined.	2/4 children achieved expected standard. (50%)	68% achieved expected standard. 4% exceeded the expected standard.
% of children achieving the expected standard in reading.	2/4 children achieved expected standard. (50%)	76% achieved expected standard. 36% exceeded the expected standard.
% of children achieving the expected standard in writing.	2/4 children achieved expected standard. (50%)	72% of children achieved expected standard. 12% exceeded the expected standard.
% of children achieving the expected standard in mathematics.	3/4 children achieved expected standard (75%)	80% achieved expected standard. 16% exceeded the expected standard.
% of children achieving the expected standard in phonics.	1 /2 children achieved expected standard in the phonic screening test by the end of Y1 (50%) 0/2 children passed the resit at the end of Y2. Both of these children are on the SEND register.	78% achieved expected standard in the phonic screening test by the end of Y1 3/5 children passed the resit at the end of Y2 – 60%. Both of the children who did not reach the expected standard are on the SEND register.
<b>Current Challenge for 2018 – 2019 Y6 cohort</b> <b>The percentage of FSM in Year 6 (26%) is higher than in all other year groups. 2 children are LAC/PLAC. 1 child is a service child.</b>		

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Social and emotional intelligence/underdeveloped PSHE skills	
<b>B.</b>	Poor writing and spelling skills	
<b>C.</b>	Lack of basic numeracy skills e.g. poor recall of times tables	
<b>D.</b>	Little or no interest in reading - underdeveloped vocabulary ; inability to make simple inferences; lack of stamina and concentration when reading	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Lack of support from home e.g. Parents unwillingness/inability to support their children with additional work sent home; lack of support with homework; home reading books often not read and poor attendance at booster sessions	
<b>F.</b>	Attendance and punctuality	
<b>G.</b>	Circumstances in the home have an impact on the pupil's emotional wellbeing in school.	
<b>H.</b>	Low aspirations	
<b>I.</b>	Some Pupil Premium children also have Special Educational Needs or Disabilities. Others are LAC/PLAC or service children.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium children will make appropriate levels of progress in reading, writing and maths – including high attaining PP children.	Pupils make good progress in order to meet end of year age related expectations or make appropriate progress from their individual starting points – including high attainers.
<b>B.</b>	Support available for children with emotional difficulties from a range of practitioners to manage feelings and behaviour.	Children will access internal support by using the Chatterbox. External agencies used to support those children who need specialist support e.g. Barnardo's Play Therapy Children will be happy and settled in school. Few incidents of poor behaviour. Nurture Room established.
<b>C.</b>	Attendance of Pupil Premium children in line with peers.	Attendance to be above 95%. Children arrive in time for registration and have a settled and ordered start to the school day.

<b>D.</b>	Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.	Children will attend all booster sessions. Homework will be completed to a good standard. Parents will attend Parents' Evenings and Parental Workshops.
<b>E.</b>	Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.	Children will demonstrate a desire to learn. They will be ambitious and will set themselves challenging goals. Children will participate actively in school life taking on roles of responsibility in order to develop their independence and self-esteem.

5. Planned expenditure					
Academic year	2018/2019				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ Cost	When will you review implementation?
1) Pupil Premium children will make appropriate levels of progress in reading, writing and maths – including the higher attainers	TA to work in all classes every morning to support those children at risk of not making expected progress.	Having TA support every morning- in all classes - has enabled targeted support to take place. This support has enabled staff to respond quickly to misconceptions and to address any areas for development. End of Key Stage data for EYFS, KS1 and KS2 for academic year 2017-2018 was extremely pleasing with improvements seen in all areas.	<ul style="list-style-type: none"> <li>pupil progress meetings</li> <li>work scrutiny</li> <li>pupil voice</li> <li>planning monitoring</li> <li>lesson observations</li> <li>scrutiny end of year data</li> <li>introduction of more focused tracking of high needs groups – SEND, Pupil Premium and summer born</li> </ul>	A Hymers SLT £6,000 to supplement the cost of having a TA in every class in the morning	Summer 2019
	TAs used in the afternoon to deliver interventions to targeted children.	TAs delivering interventions in the afternoons enable a variety of interventions to be delivered to both individual and small groups of children. End of Key Stage data for EYFS, KS1 and KS2 for academic year 2017-2018 was extremely pleasing with improvements seen in all areas.		As above	
	Early morning maths intervention group run twice a week from Jan to June for Y6 children to enable basic mathematical skills to be constantly revisited.	Early morning maths intervention group has been running very successfully for the last two years. It has had a very positive impact on the children's arithmetic scores. Last year all children who took part in the early morning intervention sessions achieved expected standard in maths in the KS2 tests – the lowest arithmetic score being 32/40		£1500 cost of early morning intervention activities	
	Additional full time teacher employed to work in Y6 for this academic year only so that the children are able to be split into 2 ability groups for writing and maths every	The current Y6 has a substantial number of Pupil Premium children in their cohort. Some of these PP children are also SEND/LAC/PLAC or Service children. 1/3 of the cohort are currently working below expected levels.		£23,720 cost of additional teacher cover	

	morning and so that a teacher can deliver interventions in the afternoons.	Intervention will be aimed at all ability groupings to ensure that progress is the best it can be.			
	A teacher employed to deliver intervention activities to groups of children not making expected progress in reading, writing and maths in KS1 and KS2 for one morning a week – possibly moving to a further day	Teacher led intervention will ensure that targeted support is given to most needy and to the higher attainers. TAs to observe the teacher at work so that they can repeat the session with a different group of children. TAs will feel more confident delivering the sessions as a result of observing the teacher.			
	KS1 Maths Club introduced in the half-term prior to test week in order to recap on basic skills and to give the children the opportunity to improve their problem solving/reasoning skills.	Analysis of KS1 tests from previous year and from observations/work scrutiny it was clear that our children struggled with the reasoning questions/problem solving elements of the curriculum. Our weaker mathematicians also struggled to recall some of the basic number facts/skills. Analysis of this year's tests showed that the children's reasoning skills had improved.		No cost. Club run by staff	
	Thursday - Intervention Morning. HT to work alongside 2 class teachers to split Y6 into 3 groups of 10 so that targeted support can be given in SPAG, reading and maths in order to prepare the children for the SAT tests. (Feb – May)	This small group intervention programme enabled most Y6 children to make rapid progress during the Spring term. The Y6 children have performed exceptionally well in the KS2 tests over the last 3 years. In 2018 - 100% achieved expected standard in maths; 94% in reading; 97% in SPAG and 94% in writing.		No cost as HT runs one of the sessions alongside the 2 class teachers.	
	PSHE focus group to run in EYFS.	Following poor results in the Foundation Stage of 69% of children achieving GLD and the identification of the especially poor results in PSED (2016) - a PSHE focus group was set up to run in EYFS throughout last year (2017). In the following academic year 88% of Reception children achieved GLD with all children meeting the ELG for PSED. This will continue in order to ensure that children are not kept from achieving GLD as a result of poor PSHE skills.	<ul style="list-style-type: none"> <li>Tracking of data for PSED.</li> <li>Regular meetings between HT and class teacher.</li> <li>Speaking to the children/observing the children at work and play.</li> </ul>	No costs. Staff run the focus group.	

	Phonic catch up sessions to run daily and to be delivered by a teacher or TA3	Disappointing phonic results have led to a review of the teaching of phonics in KS1. TA2s will take the register each day to allow the teachers in Y1 to deliver catch up phonic sessions in order to ensure that the % of children passing the phonic screening test is at least in line with the LA and that the 1 PP child in Y2 who failed the test last year is able to pass when the test is re-sat in June 2019.	<ul style="list-style-type: none"> <li>• Half termly phonic meetings with the KS1 staff to review the progress of the children.</li> <li>• Review of test scores – additional intervention put in when needed.</li> </ul>	No costs. Staff run the focus group.	
2) Support available for children with emotional difficulties from a range of practitioners to manage feelings and behaviour.	<p>Pay a TA3 to be available at lunchtime to meet with children who have put a 'worry' in the Chatter Box.</p> <p>Liaise with Barnardo's to access Play Therapy.</p> <p>Children discussed at SEND planning meetings.</p> <p>Referral to CAMHS</p> <p>Funding will be used to help PP children and their families pay for extra-curricular activities /school trips.</p> <p>Nurture Room to be set up</p>	<p>Pupil/parent questionnaires and discussions with children show that children are happy at school.</p> <p>Few incidents of poor behaviour.</p> <p>Children feel that they have a voice.</p> <p>Children will feel included and equal to their peers. Self-esteem will not suffer as a result of not being able to afford to take part in extra-curricular activities/trips.</p>	<ul style="list-style-type: none"> <li>• Scrutiny of notes kept by TA3.</li> <li>• Chatting with children about how they are finding school life.</li> <li>• Children's questionnaires</li> <li>• Observing Nurture Room in use</li> </ul>	<p>£1000 approx. Cost of TA3 to be available at lunchtime to chat with the children who have accessed the Chatter Box.</p> <p>£800 To set up a Nurture Room</p> <p>£500 Towards the costs of trips, activities etc</p>	Christmas 2018

<p>3) Attendance of Pupil Premium children in line with peers.</p>	<p>Warning letters sent home to warn parents that attendance is causing concern and will be monitored.</p> <p>HT to meet with families whose attendance causes concern.</p> <p>Termly attendance sheets sent home. Sheets colour coded to indicate –green good/ yellow warning/red needs to improve.</p> <p>One hour of office time each week dedicated to attendance.</p> <p>Help with the cost of breakfast club for families who struggle to get to school on time – incentive to be in. Breakfast provided.</p>	<p>Children who attend school regularly make better progress.</p> <p>Evidence shows that children who attend school make better friendships; take more ownership in their learning; are more confident and have greater independence.</p>	<ul style="list-style-type: none"> <li>• Time dedicated towards attendance will ensure that letters are sent out at the first sign of a concern.</li> <li>• Scrutiny of registers will show that attendance is improving.</li> <li>• Fewer red attendance sheets.</li> </ul>	<p>£200 Cost to cover admin</p> <p>£500 Approx. cost of breakfast club</p>	<p>Ongoing throughout the academic year.</p>
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<p>4) Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.</p>	<p>Coffee and Tea with the SLT</p> <p>2 open afternoons every term</p> <p>2 parents' evenings every term</p> <p>Parent Workshops held every year. Focus changes every year to ensure that maths, reading, spelling and writing skills are covered.</p> <p>Welcome to Year ... parent meetings to inform parents about the year ahead.</p> <p>KS2 diary system to encourage communication.</p> <p>Open door policy at the beginning and end of school day to ensure that staff are accessible to parents.</p>	<p>Inviting parents in for a cuppa and a chat in an informal setting may make them feel more welcome than in more formal situations. The informal setting will hopefully remove any barriers.</p> <p>Parent workshops to share teaching methods, skills and knowledge will provide parents with the skills needed to support their children at home as some parents struggle with the challenge of the curriculum.</p> <p>Offering two open afternoons and two parents' evenings per term will ensure that parents are able to come into school at a time that suits them.</p> <p>Children who a) complete homework to a high standard every week b) read regularly at home and c) attend all booster sessions make better progress than children who do not.</p>	<ul style="list-style-type: none"> <li>• Yearly planner in place.</li> <li>• Early notification to parents about important dates/meetings will ensure that parents are able to re-arrange work commitments and arrange child care.</li> <li>• Parent questionnaires will show that staff are accessible and that parents feel welcome and valued in the school.</li> </ul>	<p>No costs Refreshments bought by HT</p> <p>Cover of SLT by TA3 so no supply needed</p> <p>Workshops delivered by teaching staff</p>	<p>Ongoing throughout the year</p>

<p>5) Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.</p>	<p>Work with local community to invite people into school from a range of occupations to talk about their starting points and how they got to be where they are now.</p> <p>Personalised learning targets will ensure that all children will experience success.</p> <p>Introduction of a new topic based curriculum with stunning starts and fantastic finishes will inspire the children and motivate them to learn.</p> <p>Encouraging the children to take part in school life – holding down positions of responsibility - will build self-esteem and develop leadership qualities which will help in later life.</p>	<p>Pupils do not often have the opportunities to experience links with businesses apart from what they may experience at home. As young people are becoming more and more responsible for their own futures at an ever lowering age it is becoming more of a responsibility for Primary schools to give pupils guidance and opportunities to start to make informed decisions on their aspirations and futures.</p> <p>Introducing a more creative, topic based curriculum will hopefully engage the children in their learning so that are enthusiastic and are keen to discover more.</p> <p>Taking on roles of responsibility at an early age will develop self-esteem, build leadership qualities and encourage greater independence – all of which will serve children well in later life.</p>	<ul style="list-style-type: none"> <li>• Children questionnaires will show that they feel valued.</li> <li>• Children will have a voice – school council/ eco-council/Tea@2</li> <li>• Children will be seen to have an important role in the running of the school e.g. eco council, reading buddies, recyclers, fruit monitors, sports leaders etc.</li> </ul>	<p>A Hymers Staff</p> <p>£200 Cost of badges, certificates etc</p>	<p>Summer 2019</p>
<p>6) To ensure pupils have access to the wider school curriculum and enriching learning activities.</p>	<p>Subsidise children with PPG for residential trips/enrichment activities e.g. follow on brass</p>	<p>All children have the right to enrichment and experiences outside of the classroom. By subsidising the cost of these trips we will ensure that all children, regardless of their circumstance, receive a fully rounded and enriched experience of education.</p>	<ul style="list-style-type: none"> <li>• Planned through a reputable travel company. LA advice sought re risk assessments and insurance.</li> <li>• Children's feedback.</li> <li>• Involvement in extra-curricular activities/clubs will not be hindered by the cost.</li> </ul>	<p>A Hymers £400.00</p>	<p>Summer 2019</p>
			<p><b>Total expenditure: £34.820 (PP budget £21.420) shortfall taken from school budget £13.400)</b></p>		