



Our Lady of Pity Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Our Lady of Pity RC Primary School A Voluntary Academy				
Academic Year	2017-18	Total PP budget	£56,240	Date of most recent PP Review	N/A
Total number of pupils	422	Number of pupils eligible for PP	38	Date for next internal review of this strategy	End March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving and exceeding ARE in reading, writing and maths	57%	60%
% progress in reading	Not yet available	Not yet available
% making progress in writing	Not yet available	Not yet available
% making progress in maths	Not yet available	Not yet available

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.	Oral language skills are lower for Pupil Premium children in F2 and KS1. This impacts on reading and social interaction and slows progress in subsequent years.
B.	In lower KS2 PP pupils, especially LAC and PLAC children, have behaviour and / or attachment issues, which have a detrimental effect on their academic progress and their social interactions. High achieving PP pupils are making slightly less progress than other higher achieving pupils across KS2. This prevents sustained high achievement in KS2.
C.	In upper KS2, high achieving PP pupils have language and social enrichment needs stemming in most cases from social deprivation, this limits access to the full range of activities across the curriculum. A minority of PP pupils in upper KS2 have attachment issues compromising wellbeing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents face significant challenges parenting some PP pupils, especially LAC and PLAC; poor behaviour and fractured relationships result for some PP children.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Improved speaking and listening skills for PP children in F2 and KS1. Improved reading skills for children with speech and language difficulties in KS1.	MEASURES USED: BASE SATs Phonic Screen	All PP children in F2 and KS1 achieve accelerated progress from their starting points, leading in most cases to achieving or exceeding ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.
B.	Higher rates of progress in lower KS2 for PP children with behaviour and attachment issues, and for high achieving PP pupils.	MEASURES USED: SDQs (Strength and Difficulties Questionnaires) NFER Non Verbal tests	All non SEND PP children in lower KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.
C.	Higher achievement for upper KS2 PP children in reading and writing.	MEASURES USED: SATs LEXIA	All non SEND PP children in upper KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.
D.	Behaviour and learning behaviour issues addressed in school for upper KS2 PP children; more confident parenting.	MEASURES USED: Parent Voice – Qualitative impact statements.	All non SEND PP children in upper KS2 achieve accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.

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?
Narrowing of the gap between PP and non PP children. (A,B,C,D from section 4)	3 full time equivalent additional teachers, work across the school support all children, but allocating additional time to PP children.	Teacher's Toolkit evidence tells us that additional teachers have greatest impact, improving standards for all raises outcomes through Quality First teaching.	Pupil Progress reviews and robust self evaluation processes are in place to ensure implementation is effective.	Bernadette Galloway	End March 2018
Total budgeted cost					Additional to PP funding
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?
Children settle to work in class with increasing confidence – behaviours for learning improve. Pre-teaching enables children to engage with learning – outcomes improve. (A,B,C,D from section 4)	TA Boost and Nurture Intervention Group	Support to reassure children, targeting specific times of transition and bridging learning – helping children to enter into the learning in the room - for particular children improves outcomes in the classroom, this has a track record within our school, for the targeted children, of improving outcomes for targeted children – reducing poor behaviour etc.	Children's learning profile is reviewed weekly and half termly – pupil progress meetings and behaviour monitoring by Senior Leaders. Senior leader teams work together to review and develop impact.	Bernadette Galloway	End March 2018
					Cost £27,633.00
Speaking and listening improves for KS1 children in particular - reading and writing progress accelerates. (A from section 4)	Teaching 1:1 or small groups.	Fastest progress acceleration results from intensive teaching by teachers. This is evidenced within the school and beyond – see Teachers' Toolkit.	Children's learning profile is reviewed weekly and half termly – pupil progress meetings and behaviour monitoring by Senior Leaders. Senior leader teams work together to review and develop impact.	Bernadette Galloway	End March 2018
					Cost £5700.00

Children with emotional fragility will show improved learning behaviours and greater confidence; learning improves. (D from section 4)	Drawing and Talking	We have used this intervention for some years and find that there is a qualitative positive impact – reduced numbers of behavioural issues, increased engagement with learning.	Children’s learning profile is reviewed weekly and half termly – pupil progress meetings and behaviour monitoring by Senior Leaders. Senior leader teams work together to review and develop impact.	Bernadette Galloway	End March 2018
					Cost £20,000.00
Total budgeted cost					£53,333.00
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 tailoring of provision resulting from greater understanding of children’s needs. (B,D from section 4)	Educational Psychologist services	Reports on specific needs offers expertise which is invaluable to the tailoring of provision.	Provision for children will be reviewed by senior leaders.	Bernadette Galloway	End March 2018
					Cost £3000.00
Total budgeted cost					£3000.00
Total budgeted spend for Pupil Premium					> £56, 240.00