**Pupil premium strategy statement: St Clare’s RC Primary School**

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| 1. **Summary information** | | | | | |
| **School** | St Clare’s RC Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £260,000 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 475 | **Number of pupils eligible for PP** | 172 | **Date for next internal review of this strategy** | Dec 2017 |

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| 1. **Current attainment** | | |
| **2016-17** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (school)* |
| **EYFS Good Level of Development** | 67% | 68% |
| **Year 2 Reading, Writing and Maths Combined** | 60% | 64% |
| **Year 4 Reading, Writing and Maths Combined** | 41% | 53% |
| **Year 6 Reading, Writing and Maths Combined** | 59% | 67% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Low attainment on entry to nursery and reception | |
|  | | Low attainment of identified boys in KS1 and KS2 | |
| **C.** | | Insufficient of higher attaining pupils in each department | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Low levels of home-school reading and external support amongst large groups of identified pupils in each area of the school. | |
| **E.** | | Complex external factors impacting on pupils’ behaviour, well-being and capacity to learn | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve attainment on entry to Y2, Y4 and Y6 | | All pupils entitled to PP make better than expected progress.  Attainment on entry to Y2, Y4 and Y6 in Sept 2018 is at least in line with others. |
|  | Improve boys’ attainment in each department | | All boys entitled to PP make better than expected progress.  Their attainment on entry to each year group in Sep 2018 is at least in line with others. |
|  | Improve the attainment at the higher level in each department | | The percentage of pupils ‘exceeding’ is at least in line with others in terms of GLD, Y2 and Y6 SATs in July 2018. |
|  | Improve strategies for supporting the most vulnerable pupils so they make improved progress | | All identified pupils make at least expected progress.  50% make accelerated progress during the school year. |

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| 1. **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. | | | | | |
| 1. **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?** |
| Improve in-year progress of all pupils entitled to PP. | Improve levels of in-school collaboration on pupils making insufficient progress through monthly focused workshops. | Collaboration on strategies to improve teaching allows less experienced teachers to gain help from subject leaders and outstanding practitioners. | Make the progress of disadvantaged pupils a central element of performance management.  Monitor and moderate outcomes at staff workshops every four weeks. | **JO** | **January 2018** |
| Improve higher level attainment in maths in each year group. | Improve the quality of formative assessment and planning for these pupils by ensuring teachers have time to reflect with outstanding teachers.  Improve the quality of monitoring on assessment, planning and provision for these pupils. | Poor levels of formative assessment and the planning of too many tasks that are closed have been an impediment to the progress of higher attaining pupils.  More effective monitoring of pupils working at the higher level will benefit teachers as it provides them with a forum to reflect with others, including the subject leader. | The performance objectives of key staff will be linked to this goal, which will be reviewed each half term. | **RN** | **January 2018** |
| Improve the progress of pupils working at greater depth in reading and writing. | Improve the leadership of literacy so that teachers all understand what ‘greater depth’ means in terms of reading and writing.  Improve opportunities for teachers to reflect on this with others who are confident in this area. | Currently there is variation in teachers’ understanding of the term ‘greater depth’ when applied to literacy.  Within the school, and externally, there are good examples from which to learn. | Ensure all staff are well trained and fully understand.  Ensure time is given for teachers to have structured conversations on this issue, drawing on best practice and reflecting on their own provision for these pupils. | **RH** | **January 2018** |
| **Total budgeted cost** | | | | | £50,000 |
| 1. **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?** |
| Improve boys’ attainment in EYFS and KS1 | Targeted interventions in phonics, reading and writing – before and during school.  In-school speech and language support.  Monitor quality of teaching.  Link targeted pupils who have fallen behind with outstanding teachers for additional support. | Early intervention on a structured phonics programme has worked well during this school year.  Helps to remove barriers for pupils who have the most severe needs.  Effective monitoring improves early intervention and provision.  Outstanding teachers have a history of strong pupil progress. | Measure progress and attainment against on-entry baseline.  Identify pupils early.  Ensure best staff are involved in the teaching.  Review impact over each half term and adjust approaches accordingly.  Link outcomes to performance goals for key TAs. | EG | January 2018 |
| Improve boys’ attainment in KS 2 | Link targeted pupils who have fallen behind with outstanding teachers for additional support.  In-school speech and language support.  Improve the use of information from tests when setting up interventions.  Reduce class sizes in Y5 and Y6. | Outstanding teachers have a history of strong pupil progress.  Helps to remove barriers for pupils who have the most severe needs.  The tests provide objective information on the gaps in pupils’ learning and are used too infrequently to set goals.  Class sizes have improved behaviour and progress in the last 2 years. | Measure progress and attainment against on-entry baseline.  Identify pupils early.  Ensure best staff are involved in the teaching.  Review impact over each half term and adjust approaches accordingly.  Link outcomes to performance goals for key TAs. | JO | January 2018 |
| Improve attainment at the higher level | Link outstanding teachers to identified groups of pupils.  Improve pupil and parental understanding of the goals.  Improve the use of test information. | Outstanding teachers have a history of strong pupil progress.  Pupils and parents having an improved understanding of the goals is always effective.  Test information will help to establish the goals. | Measure progress and attainment against on-entry baseline.  Identify pupils early.  Ensure best staff are involved in the teaching.  Review impact over each half term and adjust approaches accordingly. | VJ | January 2018 |
| **Total budgeted cost** | | | | | £180,000 |
| 1. **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?** |
| Improve the well-being and engagement of the most vulnerable pupils. | Improve systems for attendance and punctuality  Improve therapeutic approaches for identified pupils.  Improve participation rates in clubs and other opportunities. | Good attendance ensures learning is not disrupted.  Pupils tell us that they finding talking about their problems very useful.  Wider participation helps pupils to see school and learning in a more positive light. | Make goals and rationale clear with staff.  Use safeguarding meetings to review the impact.  Talk to pupils. | CS | January 2018 |
| Improve pupils’ resilience. | Explore issues through drama workshops.  Develop positive attitudes through sport and wider participation.  Involve pupils in helping others. | Through drama, pupils learn about risks and possible choices.  Pupils learn about the links between physical and emotional well-being. | Make goals and rationale clear with staff.  Use safeguarding meetings to review the impact.  Talk to pupils. | CS | January 2018 |
| **Total budgeted cost** | | | | | £30,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
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| 1. **Other approaches** | | | | |
| **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** |
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| 1. **Additional detail** |
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