



Our Lady's Catholic Primary School

Pupil Premium Strategy 2017-2018

Summary Information			
Total Budget (based on January 2016 census)	£45,760	Date of the last PP review	July 2017
Total number of pupils (based on January 2017 census)	35	Number of pupils eligible for PP this academic year	32
		Date for next internal review	July 2018

Attainment		
	Disadvantaged Pupils	All Pupils
	July 2017	July 2017
% achieving expected level in reading	100%	91%
% achieving expected level in writing	80%	82%
% achieving expected level in maths	100%	93%
% making expected progress in reading	100%	92%
% making expected progress in writing	100%	89%
% making expected progress in maths	100%	98%
KS2 progress score in reading	+6.98	+4.57
KS2 progress score in writing	+1.61	+1.84
KS2 progress score in maths	+6.75	+6.08

Barriers to future attainment for pupils eligible for Pupil Premium	
<i>Barriers to be addressed in school</i>	
A	High % of Pupil Premium children have a weakness in spelling
B	High % of Pupil Premium children have a weakness in handwriting
C	Majority of Pupil Premium children find extended writing a challenge
D	Majority of PP children do not have the opportunities to visit historical places, museums, areas of interest to improve their knowledge and understanding.
<i>External barriers</i>	
E	Attendance figure of PP children is less than other children.
F	A high % of Pupil Premium children have low confidence and self-esteem

Planned Expenditure: in school barriers						
Desired Outcome	Chosen action/approach	What is the evidence for this choice?	How will you ensure it is implemented well?	Estimated Cost	Staff lead	Monitored by and Review date
A. All PP children can spell all the words expected at the end of each key stage.	<ul style="list-style-type: none"> Word lists to be included in home-school diaries Training for new teachers on the Treasure House scheme- learning spelling rules and patterns Monitor of weekly spelling activities Spelling interventions – Toe by Toe 	<ul style="list-style-type: none"> Spelling results for year 6 2017 Monitoring of level of spellings in extended writing pieces 	<ul style="list-style-type: none"> Monitoring of weekly spelling tests Analysis of results Evidence of 	£2,500	Fiona Molloy	Roisin Phillips (PP ACR) April 2018 (mid review) July 2018
B. All PP children (yrs 2-6) can write using legible joined-up handwriting.	<ul style="list-style-type: none"> Training for teachers on Penpals handwriting scheme Handwriting practise to be an activity at 8am and 3pm clubs. 	<ul style="list-style-type: none"> Presentation in books across the curriculum 	<ul style="list-style-type: none"> Observing handwriting sessions ½ term monitoring of books across the curriculum 	£2,500	Tara Davies and Fiona Molloy	Roisin Phillips April 2018 July 2018
C. All PP children enjoy extended writing and can generate ideas for 'composition and effect' with confidence	<ul style="list-style-type: none"> More opportunities for extended writing across the curriculum Teachers to provide children with a wider variety of writing prompts to use when writing extended pieces. 	<ul style="list-style-type: none"> Evidence from Big Write Year 6 writing results 2017 	<ul style="list-style-type: none"> Monitoring of English books and Big Write folders by English leader Regular opportunities for teachers to share best practice 	£5,000	Fiona Molloy	Roisin Phillips April 2018 July 2018
D. All PP children experience a rich curriculum that has variety, creativity and enjoyment and engagement.	<ul style="list-style-type: none"> SLT to attend training courses for curriculum development and design Enthuse teachers to plan and organise a variety of trips both locally and nationally to enhance the curriculum. 	<ul style="list-style-type: none"> Lesson observations – engagement and enjoyment Discussion with Learning Council 	<ul style="list-style-type: none"> Monitor topic plans Training and development for staff Feedback from Learning Council 	£15,000	Tara Davies	Roisin Phillips April 2018 July 2018
Total budgeted cost						£25,000

Planned Expenditure: external barriers						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated cost	Staff lead	Review date
E. Attendance of all PP children is higher than 96%.	<ul style="list-style-type: none"> HSLW to create strong relationships with families New attendance incentives 	<ul style="list-style-type: none"> Attendance data shows attendance of PP chn is an average of 	<ul style="list-style-type: none"> Monitor attendance School assessment tracking shows chn making good or better progress. 	£1000	Pat McGovern Tara Davies	Roisin Phillips April 2017 July 2017
F. All PP children display high levels of confidence and are willing to try new ideas/challenge themselves in all areas of the curriculum.	<ul style="list-style-type: none"> Specialist TA to run nurture groups: training required HSLW to meet regularly with children SLT to provide opportunities in the curriculum for children to challenge their capabilities. 	<ul style="list-style-type: none"> Feedback from class teachers Behaviour incidents 	<ul style="list-style-type: none"> 	£5,000	Tara Davies	Roisin Phillips April 2017 July 2017
Total budgeted cost						£6,000

Other planned expenditure (ongoing)			
	Actions	Evidence to support expenditure	Cost
1.) Provide 8am and 3pm Premium Clubs run by TA's	<ul style="list-style-type: none"> Purchase resources: reading, writing, maths support books (CGP, I can do maths) 	<ul style="list-style-type: none"> No gap in progress and attainment between disadvantaged and others Chn more confident in lessons because of extra support 	£12,000
2.) Fund educational trips	<ul style="list-style-type: none"> Fund trips for children to enhance engagement and enjoyment 	<ul style="list-style-type: none"> Children's experience of different trips supports reading and writing 	£2,000
Total budgeted cost			£14,000

Review of expenditure July 2018		
Desired outcome	Impact	Staff Evaluation
A. All PP children can spell all the words expected at the end of each key stage.	<ul style="list-style-type: none"> Internal data shows 80% of PP children reaching age expected at the end of each phase Year 6 – 72% of children achieved spelling mark; 7% above national 	Spellings have improved; school to continue to monitor and ensure spellings continue to be taught explicitly every week. Online spelling games to be researched.
B. All PP children (yrs 2-6) can write using legible joined-up handwriting.	<ul style="list-style-type: none"> Internal writing assessments show 65% of PP children can write with joined-up handwriting 	Penpals scheme – school to purchase updated scheme and support books for KS1.
C. All PP children enjoy extended writing and can generate ideas for 'composition and effect' with confidence	<ul style="list-style-type: none"> Internal assessments: % of children achieving expected has improved by 72%. Year 6 – progress in writing of disadvantaged children is +2.64 	Monitoring evidence includes a variety of writing by PP children. Feedback from PP interviews are 100% positive towards writing.
D. All PP children experience a rich curriculum that has variety, creativity and enjoyment and engagement.	<ul style="list-style-type: none"> All PP children participated in lessons involving: cooking, outside learning and field trips 	All staff have made a good start to evaluating our curriculum. School to make curriculum design key focus for improvement in 2018-2019.
E. Attendance of all PP children is higher than 96%.	<ul style="list-style-type: none"> Attendance remains slightly below national. 	School to work with OCC to review absences and persistent absences. HSLW and Welfare Officer to work together to engage parents
F. All PP children display high levels of confidence and are willing to try new ideas/challenge themselves in all areas of the curriculum.	<ul style="list-style-type: none"> 	

Actions for 2018-2019

Action	Desired outcome	Estimated cost
To design a new curriculum to include a wider variety of learning experiences.	PP children experience a wider range of off-site visits, have better access to using a wider range of ICT: internet, ipads, chromebooks.	£20,000
To provide reading support for PP children	PP children are confident readers, they understand a growing range of vocabulary and use their widening vocabulary in their writing.	£17,000
To provide before and after school provision for PP children	PP children have a positive start to the day by eating a (funded) healthy breakfast and enjoy social time with other children in the breakfast club.	£5,000
To improve attendance to be at least in line with national and reduce the number of persistent absenteeism by 50%.	All PP children to achieve 96% attendance or above. No PP children have persistent absences.	£1,000

