



Pupil Premium Strategy Statement 2018-2019

The Federation of St. Mary's Catholic Schools

1. Summary Information					
School	St Mary's Junior School Newton le Willows				
Academic Year	2018-2019	Total PP Budget	£46,500 (for financial year not academic year)	Date of most recent PP Review	N/A
		Number of pupils eligible for PP	35 EVER6/FSM 1 Service children	Date for next review of this strategy	Jan 19 April 19-(to bring in line with financial year)
Total Number of Pupils eligible for PP			35		
Total Number of Free School Meals(FSM) pupils of roll or Ever 6			35		
Total number of children looked after (CLA)			0		
Total number of children adopted from care			0		
Total number of children Service Children			1		
Total grant from FSM PPG			£46,500		

2.Current Attainment- pupils achieving ARE's or above at the end of 2017-2018								
End of KS2 Data 2017-2018-% of Pupil achieved national standard:								
Reading			Writing			Maths		
St Mary's	LA	National	St. Mary's	LA	National	St. Mary's	LA	National
71%	74%	75%	84%	79%	78%	64%	74%	76%

End of KS2 Data 2017-2018-% of PPG pupils achieving national standard:

Reading		Writing		Maths		R/W/M	
St Mary's	LA	St Mary's	LA	St.Mary's	LA	St.,Mary's	LA
50%	63%	72%	67%	44%	60%	28%	47%

School Performance Data of Disadvantaged Pupils at end of KS2

Reading-The proportion of disadvantaged students at St Mary's working at the expected standard in Reading is 13% below that of the Local Authority average for disadvantaged.

Writing-The proportion of disadvantaged students at St Mary's working at the expected standard in Writing is 5% above that of the Local Authority average for disadvantaged.

GPS-The proportion of disadvantaged students at St Mary's working at the expected standard in Grammar, Punctuation and Spelling is % below that of the Local Authority average for disadvantaged.

Maths-The proportion of disadvantaged students at St Mary's working at the expected standard in Maths is 16 % below that of the Local Authority average for disadvantaged.

R/W/M Combined-The proportion of disadvantaged students at St Mary's working at the expected standard R/W/M is 19% below that of the Local Authority average for disadvantaged.

3. Barriers to future attainment (for pupils eligible for PP)

In-School barriers (issues to be addressed in school)

A. Number of PPG pupils achieving ARE's and Greater Depth in Maths at the End of KS2 is below National 2017-18

B. Number of PPG pupils achieving ARE's and Greater Depth in English at the End of KS2 is below National 2017-18

External barriers (issues that require action outside of school)

C. Attendance and punctuality rates for PPG pupils have been historically lower that of non-PP students in some year groups. This potentially reduces their

time spent learning and could impact on their attainment and progress.
D. Lack of parental engagement of PPG families, Low aspirations of PPG pupils and lack of routine in the home, thus impacting on readiness to learn.
E. Lack of life experiences and enrichment activities
F. Develop and raise aspiration of PPG and Non PPG pupils

4. Desires outcomes (desired outcomes and how they will be measured)	Success criteria
<p>A .Increase progress and attainment of PPG children in Maths at End of KS2</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Maths</p>	<p>% of ARE's achieved increases by the end of the academic year . The gap between PPG and Non PPG pupil progress and attainment reduces significantly at the end of KS2. 82% of PPG pupils achieve the expected standard or above at end of KS2</p> <p>In year gap between PPG and Non PPG to close significantly in all year groups</p>
<p>B. Increase progress and attainment of PPG children in Reading and Writing at End of KS2</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Reading and Writing</p>	<p>% of ARE's achieved increases by the end of the academic year. The gap between PPG and Non PPG pupil progress and attainment reduces significantly at the end of KS2. In Reading 82% of PPG pupils achieve the expected standard or above at end of KS2.</p> <p>In writing 91% of PPG pupils achieve the expected standard or above at end of KS2.</p> <p>In year gap between PPG and Non PPG to close significantly in all year groups</p>
<p>C. Continue to increase and also maintain the attendance and punctuality for PPG pupils, in order to impact upon progress & attainment.</p>	<p>% gap between PPG and Non PPG will improve where necessary and be maintained. Whole school attendance target of 97.5% achieved. Number of PPG PA to decrease compared to last academic year bringing inline or better than LA average.</p>
<p>D .Continue to develop the pastoral and social provision we provide for PPG pupils and their families. Continue to develop readiness to learn and raise aspirations.</p> <p>Provide life experiences and enrichment activities</p>	<p>Build upon the positive impact of pastoral support developed last academic year. Sustained improvement in readiness to learn of pupils ensuring barriers to learning are broken down. Significant evidence of progress and impact shown on Boxhall Profiles.</p> <p>Provide a wide range of additional opportunities for pupils to ensure they have a range of enrichment opportunities.</p>

5. Planned Expenditure						
Academic Year		2018-2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support whole school strategies.						
i.		ii. Quality of teaching for all				
Desired Outcomes	Chosen action/approach	Projected Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>Increase progress and attainment of PPG children in Maths at End of KS2</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Maths</p>	Quality first teaching for all delivered by all staff to all pupils.		<p>Previous in school, National and Local Authority data show that there is a need to narrow the gap between PPG and non-PPG pupil. There is a significant gap between National Standard for Attainment and Progress for PPG pupils.</p> <p>End of year data for KS2 highlighted that Maths is a key priority for development.</p> <p>End of year data 2017-18 highlighted the following gaps for PPG v Non PPG:</p> <p>Y6-29% at expected standard -9% at greater depth</p> <p>Y5-41% at expected standard -30% at greater depth</p> <p>Y4-41% at expected standard -30% at greater depth</p> <p>Y3-41% at expected standard -0% at greater depth</p> <p>At end of KS2 2017-2018 Number of PPG pupils achieving expected standard was 16% below</p>	<p>Outcomes for PPG pupils linked to performance management targets for 2017-18</p> <p>Performance management objectives in place which clearly identify PPG children and their attainment and progress targets</p> <p>Pupil Progress meeting and class action plans to be produced by class teachers</p> <p>Performance managements structured conversations, mid-point reviews and final pm meetings.</p>	DM	In accordance with performance management cycle

	<p>Focus on the quality first teaching of arithmetic</p> <p>Employ the support of a specialist Maths consultant.</p>	£4200	<p>that of LA average for disadvantaged.</p>	<p>Subject leader/Head of School/PP and Execute Head will conduct a number of monitoring activities to monitor improvement in quality first teaching.</p> <p>New calculation policy to be developed and introduced to reflect the focus on the quality teaching of arithmetic.</p> <p>Sarah Martin Maths Consultant to create bespoke CPD package for St Mary's. This will include 4 face to face training days for all teaching staff from Y3-6.</p> <p>Subject leader will work alongside S Martin to conduct a variety of monitoring activities.</p> <p>Subject leader and S Martin through high quality robust monitoring identified staff who will require additional support and guidance to ensure high quality quality first teaching is consistent across the school.</p>	<p>KFR/DM/JD/LC</p> <p>JD</p> <p>JD</p>	<p>In line with monitoring and evaluation calendar</p> <p>End of Autumn 2</p> <p>After second visit from S Martin then after each visit.</p>
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	<p>Specialist PP Precision teacher to be employed to lead interventions for identified PP pupils in all year groups.</p>	<p>£16,400</p>		<p>Subject leader to work with named LA maths adviser to participate in a number of monitoring activities in each term</p> <p>Teacher to be employed from January 2019</p> <p>PP Lead to liaise with intervention manager in relation to the provision provided for selected children.</p> <p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between PP lead and intervention manager.</p> <p>PP lead to liaise with School Business Manager regarding PP funding and termly spend. Intervention impact and value for money will be measured and feedback to HT on a termly basis.</p>	<p>KFR</p>	<p>Autumn 2</p> <p>January 2018</p> <p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p>
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<p>Increase progress and attainment of PPG children in Reading and Writing at End of KS2</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Reading and Writing</p>	<p>Quality first teaching for all delivered by all staff to all pupils.</p> <p>Work with LA consultant to improve the provision of reading, with a particular focus on</p>		<p>Previous in school, National and Local Authority data show that there is a need to narrow the gap between PPG and non-PPG pupil. There is a significant gap between National Standard for Attainment and Progress for PPG pupils.</p> <p>End of year data 2017-18 highlighted the following gaps for PPG v Non PPG:</p> <p>READING</p> <p>Y6-30% at expected standard -1% at greater depth</p> <p>Y5-36% at expected standard -17% at greater depth</p> <p>Y4-28% at expected standard -4% at greater depth</p> <p>Y3-10% at expected standard -44% at greater depth</p> <p>WRITING</p> <p>Y6-18% at expected standard -9% at greater depth</p> <p>Y5-41% at expected standard -30% at greater depth</p> <p>Y4-22% at expected standard -16% at greater depth</p> <p>Y3-25% at expected standard -0% at greater depth</p> <p>At end of KS2 2017-2018</p>	<p>Outcomes for PPG pupils linked to performance management targets for 2017-18</p> <p>Performance management objectives in place which clearly identify PPG children and their attainment and progress targets</p> <p>Pupil Progress meeting and class action plans to be produced by class teachers</p> <p>Performance managements structured conversations, mid-point reviews and final pm meetings.</p> <p>English lead to work with J French English Consultant to create bespoke CPD package for St Mary's. This will include termly face to</p>	<p>DM</p> <p>LW</p>	<p>In accordance with performance management cycle</p> <p>In line with monitoring and evaluation calendar</p>
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	<p>guided reading</p>		<p>Number of PPG pupils achieving expected standard in reading was 13% below that of LA average for disadvantaged.</p> <p>Number of PPG pupils achieving expected standard in reading was 5 % above that of LA average for disadvantaged.</p>	<p>face training days for all teaching staff from Y3-6.</p> <p>Subject leader will work alongside J French to conduct a variety of monitoring activities.</p> <p>Subject leader and J French through high quality robust monitoring identified staff who will require additional support and guidance to ensure high quality quality first teaching is consistent across the school.</p> <p>Subject leader/Head of School/PP and Execute Head will conduct a number of monitoring activities to monitor improvement in quality first teaching.</p>	<p>KFR/DM/LC/LW</p>	
	<p>Specialist PP Precision teacher to be employed to lead interventions for identified PP pupils in all year groups.</p>	<p>£8,055</p>		<p>Teacher to be employed from January 2019</p> <p>PP Lead to liaise with intervention manager in relation to the provision provided for selected children.</p>	<p>KFR</p>	<p>January 2018</p>

				<p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between PP lead and intervention manager.</p> <p>PP lead to liaise with School Business Manager regarding PP funding and termly spend. Intervention impact and value for money will be measured and feedback to HT on a termly basis.</p>		<p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p>
		Total budgeted cost				£28,655
iii.		iv. Targeted support				
Desired Outcomes	Chosen action/approach	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
C.Increase attendance for PPG pupils, in order to impact upon progress & attainment	<p>Increased staff awareness of the systems we have in place in school to tackle poor attendance.</p> <p>Use of EWO and EWS to target and support specific family.</p>	£2145.00	<p>In school data for last academic year 2017-2018 shows a significant link between good attendance and improved progress and attainment for all phases.</p> <p>School data also show that attendance of PPG is improving. Pupil Premium Review September 2018 noted positive impact this strategy was having.</p>	<p>Continue to give teaching staff time in staff meeting on a termly basis to monitor their own class attendance.</p> <p>Class teachers to be responsible for ensure any work missed due to absence is given to child to complete wither at home or in school with support</p>	<p>KFR</p> <p>All staff</p>	<p>On going</p> <p>Ongoing</p>

	Maintain the use of motivational prizes and rewards to school attendance. Publically publish attendance figures weekly in the school newsletter and introduce it onto the school website		<i>NFER briefing for school leaders identifies addressing attendance as a keystone.</i>	Office staff to continue to attend SIMS training to keep abreast of changes to sims. KFR/LC to meet regularly with the EWO. KFR and EWO to conduct Termly attendance monitoring. Share information termly with the Governors. Children to receive a raffle ticket for every week they have been in school, ½ termly attendance assembly were a winner is drawn receiving a voucher prize-winners to be published on newsletters and website.	Office staff KFR/LC DM	Ongoing ½ Termly/ EWO scheduled with parents meeting immediately when required See governor meeting calendar.
					Total budgeted cost	£2145
v.		vi. Other approaches				
Desired Outcomes	Chosen action/approach	Projected cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
D.Continue to improve the pastoral and social provision we provide for PPG pupils and their families.	Continue to develop the pastoral and social support we provide for our PPG children and their families	£9000	Significant success with the strategy that was developed and introduced last year had a significant impact. This impact was noted in the Pupil Premium Review Conducted in September 2018:	Pastoral lead TB to work closely with KFR and NF to continue to develop a whole school pastoral support package for PPG pupils	KFR	Autumn 1-ongoing

			<p><i>' the pastoral manager was passionate about her recently established role and described a number of interventions and support strategies she had implemented that had impact on disadvantaged pupils. There is evidence that an increased number of 'hard to reach' families are engaging with school and that this has contributed to the success'</i> <i>R C Pupil Premium Reviewer</i></p>	<p>PB and KFR to hold fortnightly meeting to discuss PPG pupils, discussing provision, academic success.</p> <p>All class teachers to complete termly barriers to learning forms.</p> <p>All class teachers to complete provision maps for each individual</p> <p>Pastoral support referral form to be continued to be completed by class teacher once they have identified any pupils for pastoral support</p> <p>TB to continue to forge and maintain regular contact with PP families to encourage positive family involvement including when necessary home visits -provide valuable signposting for families with a range of specialist services such as counselling and financial support -led and attend meeting such as Family Action and Child in Need cases</p>	<p>KFR/TB</p> <p>Class teachers</p> <p>Class teacher KFR TB</p> <p>TB/KFR</p>	<p>Fortnightly</p> <p>Autumn 1 to begin then at the start of each Spring 1 and Summer End of each term</p> <p>Ongoing Termly analysis-end of every term.</p> <p>Ongoing through year. Impact review at end of Every term</p>
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				<ul style="list-style-type: none"> -liaise with statutory and additional outside agencies to ensure access to all information required is shared promptly and effectively -support additional transition requirements of PPG pupils -Follow up on concerns highlighted by staff on pastoral referral forms -support the work on attendance and punctuality -provide pupils with information/guidance so they can make proactive decisions and choices about their own behaviour, learning and attitude. -sign post parents to health advice -forge and strengthen links with Housing Associations and School Nurses 		
			<p>Historical school data shows that PPG families are less likely to attend parents evening to discuss progress or attend workshops, this improved last year due to employing successful</p>	<p>Monitor attendance of PPG parents at parents evenings and workshop meetings. Monitoring and evaluation of workshops and programs.</p>		<p>Ongoing, after each event and at end of every term overall.</p>

			<p>strategies.</p> <p><i>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Involving parents has a +3 impact on progress but we feel that additional social and emotional benefits and improved relationships may have an even greater impact than research would suggest in our setting.</i></p> <p><i>The Teaching & Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school</i></p>			
D.Increase readiness to learn for PPG pupil, in order to impact upon progress and attainment.	Provide before and after school provision at our breakfast and afterschool club for identified pupils-link with attendance and punctuality.	£2000	<p>PPG families have less disposable income and funds to pay for enrichment activities.</p> <p>Providing breakfast club and afterschool club for PPG has had huge impact to individual pupils in the last 2 years evident it pupil case studies.</p> <p><i>This impact was noted in the Pupil Premium Review Conducted in September 2018: 'Case studies of families with PA showed improvements to</i></p>	<p>KFR /TB to identify PPG pupils who would benefit from this provision, speak to parents of identified pupils to map potential provision.</p> <p>Monitor attendance and impact provision is having on pupils.</p> <p>Termly progress meetings with provision manager JE.</p> <p>Case studies/pupil voices to be completed to evidence impact.</p>	<p>KFR</p> <p>JE/KFR/TB</p> <p>KFR</p>	<p>Termly</p> <p>On going</p> <p>Termly</p>

	Subsidise enrichment activities and educational visits.	£3500	<p><i>attendance from Breakfast Club attendance'</i> <i>R C Pupil Premium Reviewer</i></p> <p>Barriers to learning, Pupil voice and discussions with parent highlight that a number of our PPG have limited enrichment opportunities outside of school</p> <p><i>The Sutton Trust toolkit identifies positive gains in progress as a result of additional participation in services that provide arts, outdoor learning and sports participation as having positive effects on pupil outcomes.</i></p>	<p>All PPG pupils to attend at least 1 subsidized extra-curricular club as a minimum provision.</p> <p>Class teacher to identify potential club that will interest the child.</p> <p>KFR and TB during 1:1 parent meeting discuss possible clubs that would interest/ benefit the individual child.</p> <p>Children are not excluded. Pupils experience enrichment, enjoyment and participation.</p> <p>Every PPG pupil to be provided with subsidized trips and activities,</p>	<p>Class teachers</p> <p>KFR/TB</p>	<p>Autumn 1</p> <p>Autumn term/Summer Term</p> <p>Review ongoing</p>
D. Raise aspirations of PPG pupils to impact on attainment and	Provide financial hardship fund to fund uniform, winter coats and	£1000	PPG families have less disposable income and funds to pay for material resources. Often pupils have low self-	Financial support will be granted by Executive Head after rigorous consultation with SLT and	KFR DM Business	On going

<p>progress.</p>	<p>other additional resources that PPG families may not be able to finance.</p>	<p>£200.00</p>	<p>esteem and confidence.</p> <p>Promotional of a sense of well-being and belonging to the school community.</p> <p><i>'The choices that schools make in allocating the money will be vital so that the funding can help raise pupil's attainment and aspirations-Sutton document.</i></p> <p><i>Social and emotional learning has a +4 impact according to EEF and nurture group has shown positive outcomes for pupils.</i></p> <p><i>Although mentoring has a +1 impact according to EEF data we feel that previous work within school in this area has had a greater beneficial impact on the pupils than EEF would suggest and is therefore worthwhile.</i></p> <p>Last academic year strategies such as nurture had significant</p>	<p>parents.</p> <p>Class teachers to identify PPG pupils who require this support. Class teachers to complete intervention support form and hand to TB or KFR.</p> <p>TB to put support such as mentoring and nurture (Stars Go Far Club) groups in place.</p> <p>Nurture to take place weekly on a Friday</p> <p>After school Club for identified pupils to take place in Autumn Term</p> <p>Impact and effectiveness to be monitored boxhall profiles, pupil voice, 1:1 parental meeting and evidence from class behaviour log will evidence impact.</p> <p>Workshop sessions to</p>	<p>Manager</p> <p>Class teachers</p> <p>TB/KFR</p> <p>TB/KFR NF if linked with SEND</p> <p>KFR/TB</p>	<p>Referral forms to be introduced from September Fortnightly pastoral meeting</p> <p>Termly</p> <p>Review impact at end of Autumn Term.</p> <p>Autumn 2</p>
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			<p>impact on PPG pupils.</p>	<p>support parents in competition of funding application forms.</p> <p>Parents of PPG children will be invited to informal 1:1 , letters to initially be sent out autumn term. Meetings to take place at infant site, informal tone 'cake and coffee meetings' opportunities to have informal discussions about individual children, from session we will use information to add to the barriers to learning records and provision maps.</p> <p>Parent workshops to be planned to meet the needs of the PPG currently on the PP register. Use barriers to learning forms, provision maps, 1:1 sessions and parent forums to inform workshop sessions.</p> <p>-Sleep solutions workshop</p> <p>-Healthy eating/working to support issues with eating a healthy, balanced diet.</p>	<p>KFR/TB</p>	<p>Ongoing</p> <p>Termly</p> <p>At end of every workshop</p>
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				Termly parents forums meetings		Termly	
						Total budgeted cost	£15700
						Total budgeted spend	£46,500