

# Pupil premium strategy statement: St Matthew's Catholic Primary School



1. Summary information					
<b>School</b>	St Matthew's Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£87,634	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	252	<b>Number of pupils eligible for PP</b>	62	<b>Date for next internal review of this strategy</b>	

2. Current attainment Y1 (Cohort = 31) July 2017		
33% PP on SEN register	<i>Pupils eligible for PP = 9 children</i>	<i>Pupils not eligible for PP = 22 children (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	44%	55% (64%)
<b>% achieving expected standard or above in reading</b>	45%	59% (74%)
<b>% achieving expected standard or above in writing</b>	56%	68% (65%)
<b>% achieving expected standard or above in maths</b>	67%	64% (73%)

Current attainment Y2 (Cohort = 32) July 2017		
50% PP on SEN register	<i>Pupils eligible for PP = 6 children</i>	<i>Pupils not eligible for PP = 26 (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	33%	81% (64%)
<b>% achieving expected standard or above in reading</b>	67%	85% (74%)
<b>% achieving expected standard or above in writing</b>	67%	88% (65%)
<b>% achieving expected standard or above in maths</b>	50%	85% (73%)

<b>Current attainment Y3 (Cohort = 29) July 2017</b>		
33% PP on SEN register	<i>Pupils eligible for PP = 15 children</i>	<i>Pupils not eligible for PP = 14 (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	33%	79% (61%)
<b>% achieving expected standard or above in reading</b>	47%	79% (71%)
<b>% achieving expected standard or above in writing</b>	40%	100% (76%)
<b>% achieving expected standard or above in maths</b>	40%	86% (75%)

<b>Current attainment Y4 (Cohort = 29) July 2017</b>		
58% PP on SEN register	<i>Pupils eligible for PP = 12 children</i>	<i>Pupils not eligible for PP = 17 (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	17%	59% (61%)
<b>% achieving expected standard or above in reading</b>	42%	82% (71%)
<b>% achieving expected standard or above in writing</b>	33%	71% (76%)
<b>% achieving expected standard or above in maths</b>	58%	71% (75%)

<b>Current attainment Y5 (Cohort = 31) July 2017</b>		
50% PP on SEN register	<i>Pupils eligible for PP = 8 children</i>	<i>Pupils not eligible for PP = 23 (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	25%	83% (61%)
<b>% achieving expected standard or above in reading</b>	37%	83% (71%)
<b>% achieving expected standard or above in writing</b>	37%	91% (76%)
<b>% achieving expected standard or above in maths</b>	75%	96% (75%)

<b>Current attainment Y6 (Cohort = 30) July 2017</b>		
50% PP on SEN register	<i>Pupils eligible for PP = 12 children</i>	<i>Pupils not eligible for PP = 18 (national average all pupils end of KS)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	42%	89% (61%)
<b>% achieving expected standard or above in reading</b>	67%	89% (71%)
<b>% achieving expected standard or above in writing</b>	67%	89% (76%)
<b>% achieving expected standard or above in maths</b>	75%	89% (75%)

<b>1. 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>	45% of disadvantaged pupils are also on the SEN register	
<b>B.</b>	The vast majority of children start school well below average, with poor communication and social skills which need to be addressed in order for children to be able to access the full curriculum	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Emotional well-being: 45% of PP children are on our SMART register	
<b>D.</b>	Lack of parental support for reading for some pupils impacts on attainment, particularly in reading	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment in Reading, Writing and Maths for pupils eligible for Pupil Premium	In year data shows that PP children are making progress and attainment increasing
<b>B.</b>	Improve communication and social skills of pupils eligible for Pupil Premium	In year data shows that PP children are making progress and attainment increasing; Children are more confident and resilient, allowing them to be better prepared for learning
<b>C.</b>	Opportunities for disadvantaged children to participate in activities they may not have the chance to experience out of school	Children are able to use experiences to improve outcomes and skills for life
<b>D.</b>	Continue to provide a nurturing, caring environment that prepares children for learning	Children are more confident and resilient, allowing them to be better prepared for learning.

## 2. Planned expenditure

Academic year

2016/17

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 ?
Improved attainment in Reading, Writing and Maths for pupils eligible for Pupil Premium	Guided comprehension – additional adults for KS2 sessions  Purchase Accelerated Reader  Awesome Reader club  Family Learning activities – English, Phonics and Maths  Track disadvantaged children as separate group throughout school and focus on this group in pupil progress interviews	EEF research shows that Accelerated Reader adds 3 months progress on to a child's reading age after 22 weeks.  Targeted teaching for PP children in these subject areas. EEF research shows that small group tuition adds 4 months progress  The significant majority of children start school with poor reading skills and many don't read at home. Targeting support for parents will support children with their learning.	In-year data shows progress being made for all children eligible for PP and attainment of these pupils increases in Reading, Writing and Maths  In-house and external CPD in place.  SATs outcomes for disadvantaged children in Year 6 improve on previous year.	HT DHT AHT PIW Reading Leader	Termly and July 2017

<p>Improve communication and social skills of pupils eligible for Pupil Premium</p>	<p>Training in ELKLAN for TAs</p> <p>Speech and Language support for identified pupils eligible for PP</p> <p>Whole school training on Communication Friendly School strategy</p> <p>Nurture group activities for identified SMART children identified eligible for PP</p>	<p>Children needed to be able to communicate in order to access the curriculum</p> <p>Whole school approach to ensure consistent approach</p> <p>Small group nurture supports children identified</p>	<p>Part of whole school CFS implementation – training and gap tasks</p> <p>Monitoring by HT and Govs</p> <p>Records of specific input for pupils by trained TAs</p>	<p>HT SENCO</p>	<p>July 2017</p>
<p>Opportunities for disadvantaged children to participate in activities they may not have the chance to experience out of school</p>	<p>Subsidise a variety of school trips and enrichment activities.</p>	<p>Whole school ethos – ‘Be The Best That I Can Be’</p> <p>Raise the ambition, aspiration and independence of our children to make them more confident in approaching their next steps in education.</p> <p>Improve well-being and enable PP children to not suffer any disadvantage.</p>	<p>Monitor the impact of the experiences on the well-being and attainment of the PP children.</p>	<p>All class teachers</p>	<p>July 2017</p>

Continue to provide a nurturing, caring environment that prepares children for learning	Nurture group provision will be provided by experienced TA's to give children small group support.	<p>Whole school ethos – 'Be The Best That I Can Be'</p> <p>Children's social and emotional skills have an impact on their learning. Pupils will feel positive about being in school, be encouraged to and ready to learn.</p> <p>Progress and attainment of these pupils will rise.</p>		SMART Team	July 2017
<b>Total budgeted cost</b>					<b>£87,634</b>
<b>3. Review of expenditure</b>					
Previous Academic Year – 2015/16	See Pupil Premium Impact Report Nov 16 <a href="http://www.stmatthewscatholic.co.uk">www.stmatthewscatholic.co.uk</a>				