



# Cottesmore St Mary Catholic Primary School

## Pupil premium strategy 2017 - 2018



1. Summary information					
<b>School</b>	Cottesmore St Mary Catholic Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£57,920	<b>Date of most recent PP Review</b>	Sep2017
<b>Total number of pupils</b>	435	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of strategy</b>	Jan 2018

2. Current attainment – KS2 results July 2017		
	<i>5 pupils eligible for PP (Cottesmore )</i>	<i>Pupils not eligible for PP (LA average)</i>
<b>% achieving KS2 expected standard or above in reading, writing &amp; maths</b>	<b>80%</b>	45%
<b>Average scale score in reading and maths</b>	<b>Reading – 105.2</b> <b>Maths – 105.0</b>	Reading – 102.4 Maths – 101.3
<b>Reading progress score</b>	<b>2.0</b>	-0.1
<b>Writing progress score</b>	<b>1.6</b>	-1.2
<b>Maths progress score</b>	<b>2.0</b>	-1.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Attainment in phonics and oral language skills is lower for PP pupils than other pupils.
<b>B.</b>	The progress of pupils in writing is lower than other pupils in the school. This prevents some PP children from making expected progress at the end of KS2.
<b>C.</b>	Significant SEN issues for a small group of PP Year 3, Year 4 and Year 6 pupils are having an impact on their academic progress.
External barriers	
<b>D.</b>	Pupils eligible for PP are less likely to participate in curriculum enrichment activities including residential trips.

4. Desired outcomes		Success criteria
<b>A.</b>	Attainment in phonics and oral language skills is lower for PP pupils than other pupils.	Pupils eligible for PP attain in line with non PP pupils in KS1 phonics and this will be measured by statutory testing in Y1 and Y2.
<b>B.</b>	Higher rates of progress across KS2 for all PP pupils in writing.	Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing. This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school and cluster group.
<b>C.</b>	Significant SEN issues of PP Year 3, Year 4 and Year 6 pupils addressed so that their attainment increases.	Specific intensive intervention will be in place for these pupils so that they make more rapid progress to narrow the difference between their attainment and that of 'other' pupils.
<b>D.</b>	PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.	All PP pupils attend at least one after school club per year and have the opportunity to attend breakfast club daily. PP pupils attend residential trips in years 5 and 6. Targetted PP pupils are able to learn a musical instrument if they wish too.

## 5. Planned expenditure

Academic year

2017 - 2018

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?
A. Attainment in phonics and oral language skills is lower for PP pupils than other pupils.	Use of Talkboost intervention in Y1, review of RWInc phonics programme, revised CPD for staff. Small groups revised regularly to ensure meeting needs.	EEF evidence suggests that small group sessions with highly qualified staff have been shown to be effective in improving attainment.	New phonics lead based in Y1. Phonics workshops for parents to increase engagement in children's learning. Refresher CPD training for staff to ensure timely intervention and support in place for all pupils.	Phonics lead RWInc trained staff	January 2018 Termly – report to Governors via Curriculum Committee.
B. Higher rates of progress across KS2 for all PP pupils in writing.	Staff training on providing high quality feedback to pupils.	EEF toolkit suggests high quality feedback is an effective way to improve attainment across the school, and we want to invest some of the PP funding in longer term change that will support all pupils.	Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy. SLT learning walks and triangulation. Pupil feedback and quality assurance.	Writing lead Teachers	
<b>Total budgeted cost</b>					£6,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Higher rates of progress across KS2 for all PP pupils in writing.	<p>Small group / 1:1 sessions in writing in addition to standard lessons targeted at pupils specific needs.</p> <p>Individual provision maps to be written by teachers for all PP pupils detailing specific interventions informed by 10 minute teacher to teacher conferencing sharing best practise.</p>	EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.	<p>Extra teaching time and preparation time paid for out of PP budget. Impact overseen by DHT. CPD sessions for teachers / TA's supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address and concerns or questions about the extra sessions.</p> <p>Track data and outcomes of sessions. Learning Community teacher conferencing sessions to share best practise.</p>	Deputy Headteacher Inclusion Coordinator	January 2018 Termly – report to Governors via Curriculum Committee.
C. Significant SEN issues of PP Year 3, Year 4 and Year 6 pupils addressed so that their attainment increases.	<p>Small group / 1:1 sessions in reading, writing and maths, in addition to standard lessons targeted at pupils specific needs.</p> <p>Focus will be on all targeted pupils having Language and Literacy intensive support, interventions from the Every Child Counts agenda, and Read Write Inc interventions.</p>	<p>EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.</p> <p>A 2011 evaluation of the Every Child Counts programme found that the programme had a positive impact on all pupils progress.</p>	<p>Extra teaching time and preparation time paid for out of PP budget. Impact overseen by DHT / Inclusion Coordinator / ECC lead teacher. CPD sessions for teachers / TA's supporting the sessions e.g NC training.</p> <p>Engage with parents and pupils before intervention begins to address and concerns or questions about the extra sessions.</p> <p>Track data and outcomes of sessions.</p>	Deputy Headteacher Inclusion Coordinator Every Child Counts Leader	January 2018 Termly – report to Governors via Curriculum Committee.
<b>Total budgeted cost</b>					<b>£45,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D.PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.	School to offer funding towards one school club a term for PP pupils and free breakfast club daily. Teachers to actively encourage PP pupils to get involved in clubs / sporting and arts activities.	EEF research indicates that overall, the impact of sports, art and extra-curricular participation on academic learning is positive and improved outcomes in English, maths and science learning have been identified particularly in younger learners.	DHT to monitor PP attendance at after school clubs / breakfast club and within other sporting activities. Parents to be contacted directly where necessary to encourage take up of extra-curricular activities. Promotion leaflet to be sent home detailing provision on offer.	Deputy Headteacher	January 2018 Termly – report to Governors via Curriculum Committee.
<b>Total budgeted cost</b>					<b>£6,000</b>

6. Review of expenditure				
Previous Academic Year 2016 - 2017		£55,120 in budget for 2016 - 2017		
i. 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
<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p> <p>Higher rates of progress across KS2 for all PP pupils in writing and maths.</p>	<p>Use of 1:1 pupil conferencing in KS2</p> <p>Staff training on providing high quality feedback to pupils.</p> <p>CPD on providing stretch for high attaining pupils.</p>	<p>Progress has significantly improved in writing and maths this year.</p> <p>KS2 2016 data showed that writing progress for PP pupils was -1.8 whereas 2017 data shows it is +1.6.</p> <p>KS2 2016 data showed that maths progress for PP pupils was -0.7 whereas 2017 data shows it is +2.0.</p>	<p>Staff were positive about the 1:1 pupil conferencing and felt that it helped to improve targeted teaching and valuable pertinent feedback for key individual children response.</p> <p>Staff feedback from CPD training was positive and the use of verbal feedback and key words to jog pupils' memories proved a particular strength in order to support pupils in their learning.</p> <p>Blooms taxonomy CPD helped staff to devise a range of activities and question styles to use in lessons. This will be further developed this year as we continue to work on our maths mastery approach.</p>	<p>£4,500 to cover staff conferencing time and staff courses on questioning and blooms</p>
ii. 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
<p>Higher rates of progress across KS2 for all PP pupils in writing and maths.</p> <p>Significant SEN issues of PP Year 3 and Year 5 pupils addressed so that their attainment increases.</p>	<p>Small group / 1:1 sessions in writing and maths targeted at pupils' specific needs.</p> <p>Individual provision maps to be written by teachers for all PP pupils detailing specific interventions informed</p>	<p>Progress has significantly improved in writing and maths this year. See above data. This is the same across KS2 where progress of PP pupils in writing and maths has increased in all year groups, except one, due to a new PP child arriving with additional needs.</p> <p>Attainment did not increase for these children with significant SEN, despite very high levels of 1:1 or targeted group intervention. NC lead teacher worked 1:1 and in small groups with PP pupils and average progress of PP pupils was 17 months' progress in a three month intervention period.</p> <p>Progress of PP pupils in Y3 did increase in writing over the year with 100% of Y3 pupils now on track for expected progress given starting points. Y5 progress remained the same and needs to accelerate further next year.</p>	<p>We will continue next year with a range of interventions and will be adding more to our provision across the school, including Talk boost in year 1 to improve children's vocabulary, and Y2 and Y6 small maths groups daily to target key identified PP children.</p>	<p>£45,120 to cover NC lead teacher, maths specialist teacher for Y6 and a number of specialist TA's to deliver NC intervention, LSS, RWInc, SLT, School start</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.	School to offer funding towards one school club a term for PP pupils and free breakfast club daily.	All PP pupils were included on residential trips and other school trips due to the subsidy we were able to provide.  Uptake of breakfast club and after school clubs remained very high for PP pupils due to the funding the school provided to enable children to have these opportunities.	We will continue with this provision next year for pupils eligible for PP funding.  Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£4,500 to cover residential and club funding and cost of clubs.
Persistent absence for pupils eligible for FSM to reduce significantly so that it is lower than the national average for this group..	DHT to take over fortnightly monitoring of FSM and PP groups for attendance and arrange meetings with parents as soon as absence becomes concern (early intervention) and tailored support based on individual circumstances to be put in place.	Attendance monitoring had an impact and as a result persistent absence for FSM pupils has reduced. DHT had meetings with parents to address issues and put in further support ie targeted school nurse support for one family, school counselling for 2 other children to overcome barriers to school and this resulted in huge improvements over the academic year in terms of attendance, and wellbeing for these pupils.	We will continue with this approach for next year, ensuring timely early intervention with parents / children is put in place to address any attendance concerns.	£994.50 to cover cost of counselling for 2 pupils