



# Cottesmore St Mary Catholic Primary School

## Pupil premium strategy 2016-2017



1. Summary information					
<b>School</b>	Cottesmore St Mary Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£55,120	<b>Date of most recent PP Review</b>	Sep2016
<b>Total number of pupils</b>	435	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of strategy</b>	Jan 2017

2. Current attainment – KS2 results July 2016		
	<i>9 pupils eligible for PP (Cottesmore )</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving KS2 expected standard or above in reading, writing &amp; maths</b>	<b>56%</b>	<b>60%</b>
<b>Average scale score in reading and maths</b>	<b>Reading – 107.7; Maths – 104.3</b>	<b>Reading – 103.8 Maths – 104.1</b>
<b>Reading progress score</b>	<b>+5.04</b>	<b>+0.34</b>
<b>Writing progress score</b>	<b>-1.83</b>	<b>+0.18</b>
<b>Maths progress score</b>	<b>-0.74</b>	<b>+0.29</b>

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Higher ability pupils who are eligible for PP are making less progress than other high ability pupils across KS1. This prevents sustained high achievement in KS2.
<b>B.</b>	The progress of pupils in writing and maths is lower than other pupils in the school. This prevents PP children from attaining expected progress at the end of KS2.
<b>C.</b>	Significant SEN issues for a small group of PP Year 3 and Year 5 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.
<b>E.</b>	Persistent absence for pupils eligible for FSM was high in the last academic year. This prevents these pupils from reaching their full potential due to missed curriculum and intervention opportunities.

4. Desired outcomes		Success criteria
<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability across KS2 in reading, writing and maths. 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>B.</b>	Higher rates of progress across KS2 for all PP pupils in writing and maths.	Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing and maths. 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 and Year 5 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.
<b>E.</b>	Persistent absence for pupils eligible for FSM to reduce significantly so that it is lower than the national average for this group.	All pupils eligible for FSM to attend school regularly and early intervention to be put in place for any pupils who fall into the persistent absence group. This will be measured by fortnightly monitoring of attendance data for FSM pupils.,

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016 / 17</b>			
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					
<b>i. Quality of teaching for all</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>
A. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Use of 1:1 pupil conferencing in KS2	EEF toolkit indicates that 1:1 marking and feedback time with a teacher can provide relevant stretch and encouragement for higher attaining pupils to fulfil their potential.	Use staff meetings and CPD time to deliver relevant training on feedback and timely intervention for pupils. Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy.	Deputy Headteacher English lead Maths lead	January 2017 Termly – report to Governors.
B. Higher rates of progress across KS2 for all PP pupils in writing and maths.	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.	SLT learning walks and triangulation. Pupil feedback and quality assurance.		
A. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	CPD on providing stretch for high attaining pupils.	Using NCETM / Blooms taxonomy questioning and resources to stretch the higher attaining pupils in maths and other subjects providing more opportunities for the greater depth standard to be met.	Use staff meetings and CPD time to deliver relevant training on challenge in lessons. Peer observations of classes after the CPD to embed learning. SLT learning walks and triangulation. Pupil feedback and quality assurance.	Deputy Headteacher English lead Maths lead	January 2017 Termly – report to Governors.
<b>Total budgeted cost</b>					<b>£5,000</b>

<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 and maths.	<p>Small group / 1:1 sessions in writing and maths, 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.</p> <p>Impact overseen by DHT.</p> <p>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.</p>	Deputy Headteacher	<p>January 2017</p> <p>Review of interventions</p> <p>Termly report to Governors</p>
C. Significant SEN issues of PP Year 3 and Year 5 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.</p> <p>Impact overseen by DHT / ECC lead teacher.</p> <p>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 Every Child Counts Leader	<p>January 2017</p> <p>Review of interventions</p> <p>Termly report to Governors</p>
<b>Total budgeted cost</b>					<b>£35,000</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 2017
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.	DfES evidence shows that there is a clear link between poor attendance and low levels of achievement. Most of the work missed while a pupil is off school is never made up. DfES figures show that only 10% of persistent absentees achieve 5 A*-C GCSEs compares with 38% of occasional absentees and 58% of regular attendees.	DHT to monitor attendance of FSM pupils fortnightly. DHT will contact parents of FSM pupils causing attendance concerns and arrange meetings offering support from family worker, Early Help services, and support with breakfast and after school clubs. DHT to liaise with EWO where necessary to maximise support in place for key identified families.	Deputy Headteacher	January 2017
<b>Total budgeted cost</b>					<b>£15,000</b>