



## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	St Vincent's Catholic Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£27,720	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
<b>Attainment for: 2016-2017 (24 pupils) Whole school</b>	<i>Pupils eligible for PP (school)</i>	<i>Y6 Pupils eligible for PP (school/national)</i>
% achieving expected standard or above in reading, writing and maths	31%	0%/58% / 61%
% achieving expected standard or above in reading	56%	0%/75% / 71%
% achieving expected standard or above in writing	31%	0%/60% / 76%
% achieving expected standard or above in maths	67%	0%/80% / 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social and emotional intelligence
<b>B.</b>	Confidence and attitude to learning
<b>C.</b>	Writing skills (handwriting, sentence structure)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Support for extracurricular activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children have confidence when approaching new challenges
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.
<b>C.</b>	PP children's writing improves in line with non-pp children	PP children make better progress in writing PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	Support for extra- curricular and enrichment activities	PP children access all trips, residential and school clubs of their choice. PP children enjoy all aspects of school life. PP children can talk with enthusiasm about their experiences in and outside the classroom.

5. Planned expenditure					
Academic year		2017/18			
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel save to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Kathryn Long	January 2018

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, 1:1 support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. This will be the 3 <sup>rd</sup> year of working the programme. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard. I will see lessons in the Monitoring programme and interview children about purposeful learning.	Kathryn Long	January 2018
PP children's writing improves in line with non-pp children	Children will receive extra reading with an adult. Phonics will be addressed in pupil progress meetings if it is a barrier to progress writing. Work will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Handwriting intervention groups will be set up. Writing will be on display in the classrooms and work on the walls will show the children's progress in writing. Spelling lessons once a week across the school and follow up sessions in Guided reading time.	Pupil progress meetings will review intervention given (daily readers) and progress made. Handwriting will Drop ins and book scrutiny will show writing is improving. Discussion with children in handwriting intervention groups. The children will be able to talk to me about the Author they are celebrating and learning about.	Kathryn Long	December 2017 March 2018 June 2018
PP children experience a rich and varied curriculum and take part in extracurricular activities.	Children will be able to access all trips, residential trips and school clubs where appropriate.	When children take part in enriching activities their behaviour for learning is positive and they benefit from a range of experiences which addresses the whole child's needs academically, socially and emotionally. Children will improve their team building skills and social skills through a variety of activities and challenges.	Meeting with children to discuss their experiences. Children will make better progress in subjects due to experiences that will enhance their learning and inspire them to take on new challenges. Data analysis at pupil progress meetings.	Kathryn Long	December 2017 March 2018 June 2018

ii. Targeted support					
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	Kathryn Long	December 2017 March 2018 June 2018
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	Kathryn Long	December 2017 March 2018 June 2018
PP children's writing improves in line with non-pp children	Handwriting intervention will focus on improving presentation of writing. Book lead English curriculum will inspire children to write. Curriculum long term plans will focus on book based learning to encourage quality writing. Spelling lessons will improve use of expected words in own writing.	Children magpie ideas when inspired by great stories. They make rapid progress when supported in improving their handwriting regularly. Their spelling will up level the quality of their writing if they can use words with confidence in their work. Children enjoy their work being celebrated.	The books used in class will be of more interest to boys where necessary – super heroes, action etc. Children who have reading support progress will be discussed at pupil progress meetings. Children who have handwriting support will be discussed at pupil progress meetings. Writing will be celebrated in assemblies.	Kathryn Long	December 2017 March 2018 June 2018

PP children experience a rich and varied curriculum and take part in extracurricular activities.	Children will be able to access all trips, residential trips and school clubs where appropriate.	When children take part in enriching activities their behaviour for learning is positive and they benefit from a range of experiences which addresses the whole child's needs academically, socially and emotionally. Children will improve their team building skills and social skills through a variety of activities and challenges.	Meeting with children to discuss their experiences. Children will make better progress in subjects due to experiences that will enhance their learning and inspire them to take on new challenges. Data analysis at pupil progress	Kathryn Long	December 2017 March 2018 June 2018
--	--	--	--	--------------	--

## 6. Review of expenditure and outcomes for 2017 - 2018

Desired outcome	Impact:	Lessons learned	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children felt supported and developed skills to deal with friendship groups and social situations. Parents were informed of groups and progress made. Children given time to talk with their peers supported by an adult.	Targeted nurture groups took place over there year to address identified problems. This will continue alongside a whole school approach launched in September through the whole school PSCE approach using 'Jigsaw.'	<b>£26,469</b>
Children make expected or better attainment and talk with enthusiasm about their academic future  PP children's writing improves in line with non-pp children	All children made progress form their starting points over the year. This is detailed on assessment trackers and pupil premium action plan. 37.5% of the children achieved ARE in Reading, Writing and Maths. 50% at Year 6 achieved RWM combined, 50% ARE in reading across the school and in Year 6, Writing 37.5% and 50 % year 6, Maths 50 % across the school and 50% Year 6. 5 children achieved GD in one or more subjects. 5 out of 7 chn who did not achieve ARE in any area on the SEN.register.	Children will continue to be targeted in intervention groups and this will be monitored through pupil progress meetings and provision maps will be produced to ensure effective progress is made. Staff will effectively identify gaps in learning and lead the implementation of programmes for the identified pupils.	
PP children experience a rich and varied curriculum and take part in extracurricular activities.	Children had access to clubs after school and during school such as choir, football, rugby and dance (Wake up and Shake up). Registers were kept and all children were encouraged to attend.	Most clubs were for KS2 children and were all sports activities. More clubs have been made available to cater for all children across the school. There is a wide variety of clubs; such as Gardening, Chinese Calligraphy, Mindfulness and Computing to allow more children to have an opportunity to take part over the year. Tracking attendance of the clubs will be developed to monitor the impact.	<b>£1,207</b>