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| **ST. MARY’S RC PRIMARY SCHOOL****PUPIL PREMIUM STRATEGY 2018-2019** |

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| St. Mary’s RC Primary School  | 2018-2019 |
| Total Number of Pupils on Roll | 427 (478 with nursery) |
| Total Number of Pupils Eligible for Pupil Premium | 129 |
| Total Pupil Premium Budget | £208,959 |
| Date for next internal review of this strategy | September 2019 |
| Pupil Premium Lead | Ben Lavin |

Primary Schools receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive £2300 for Children who are Looked After and £300 for Service Children.

**Summary of the barriers to learning:**

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| **Attendance and Punctuality** | **Pupils who have greater attendance at school have greater opportunities to access the required learning to achieve higher attainment.** |
| **Socio and Economic Factors** | **Life experience, EAL and ability of families to support children. Finances should not be a barrier to the achievement of children and their ability to access school life.** |
| **Safeguarding and Emotional Barriers to Learning** | **Challenging home circumstances, low self-esteem and confidence can lead to disengagement academically and socially.** |
| **Higher Attaining Children** | **More able pupils often require individual support to accelerate and achieve greater depth across the curriculum.** |
| **Social and Emotional Difficulties** | **Pupils with social and emotional difficulties receive extra support and provision to ensure they are able to manage their emotions and fully access school life.** |
| **SEND or learning difficulties** | **Pupils with identified learning needs will receive extra support and intervention to ensure they are able to access the curriculum and make good progress from their starting point.** |

**Starting Points**

Assessment on entry to our Nursery show approximately 100% are below expected level. Many of our children have poorly developed language and communication skills.

A number of our pupil premium children also have SEND (30.3%) (47/155)

Some pupil premium children have lower attendance rates than other pupils.

Some pupil premium children get little support from parents with reading/homework

Some pupil premium children cannot afford to pay for school trips and enrichment activities

**How Pupil Premium was used :**

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|  | **Costs:** |
| CARITAS – Social Workers and Counsellors | £45,900 |
| Pennine NHS Trust – Speech and Language | £17,241.84 |
| Breakfast Club Street Dance | £1,100 |
| Artist | £3,200 |
| Artist | £1,591 |
| Literacy Consultant | £2,900 |
| M6 Speech Bubbles | £4,000 |
| MAEI Arts Project | £7,975 |
| PGL Outdoor Activities Residential | £4,000 |
| Rochdale School Games Partnership | £750 |
| Boxing Club | £270 |
| Pobble Handwriting Specialist | £2,125 |
| Kagan | £1,895 |
| ECM Visits | £2,200 |
| Horse Riding | £1,740 |
| Sailing | £2,100 |
| Times Tables Rock Stars | £123 |
| Charanga Music | £295 |
| 2 Simple 2 Build a Profile | £1,000 |
| Spelling Shed | £150 |
| Classroom Secrets | £420 |
| Pobble | £2,125 |
| Espresso IT | £3,863 |
| Sats Online | £135 |
| Ten Ten Resources | £780 |
| Debate Mate | £1,850 |
| Pearson Reading and Writing | £5,420 |
| Bug Club | £243.75 |
| Digimaps | £70 |
| Maths of the Day | £545 |
| Maths Whizz | £4,995 |
| CPOMS | £2,416.50 |
| Course Singaround | £1,100 |
| Target Tracker | £2,000 |
| Educational Trips | £12,000 |
| Oasis and Intervention Staffing | £97,972 |

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| **Impact of Expenditure** |
| **Desired Outcome** | **Impact** |
| To reduce the gap in attainment and progress between PP and non PP pupils in core subjects through targeted interventions and teaching | **READING**In 2017-2018, PP St Mary’s was 54.8%. In 2018-2019 the same category was 62%. Thus, a rise of by 7.2%.In 2017-2018, PP St Mary’s vs non-PP national had a gap of 24.9%. However, in 2018-2019, the same categories show 16% difference. Gap has been diminished by 8.9%.The scaled score for St. Mary’s PP reading in 2018-2019 is 1.4 average scale points higher than school average (14%)2017-2018 PP GD for St. Mary’s was 9.7%. However, it had risen 5.3% to 15% in 2018-2019. In terms of St. Mary’s PP vs National non-PP in 2017-2018, the gap between 9.7% and 31.9% was 22.2%. In 2018-2019, the gap between the same 2 categories (15% and 31%) was 16% - thus, the gap has diminished by 6.2%. **WRITING**2017-2018 St. Mary’s PP was 71%. The same category in 2018-2019 is 74%, a rise of 3%. In 2017-2018, St Mary’s PP was 71% compared to 82.9% non-PP national, a difference of 11.9%. However, in 2018-2019, St. Mary’s PP was 74% compared to national non-PP at 83% - thus the gap has been lowered to 9%, a diminishment of 2.9%.**SPAG**In 2017-2018, St Mary’s PP was 3.2% less than St. Mary’s non-PP (71% and 74.2% respectively), but in 2018-2019, St Mary’s PP outperformed St. Mary’s non-PP by 16% (68% and 52% respectively)GD - When looking at the gap between St. Mary’s PP vs St Mary’s non PP in both years, the gap in 2017-2018 is 16.1% but in 2018-2019 it has decreased to 10%, thus diminishing by 6.1%.**MATHS**Both years St. Mary’s PP outperform St. Mary’s non-PP : By 9.7% in 2017-2018 and 12% in 2018-2019. (An improvement of 2.3% between the 2 years)The 3 year average maths score for PP at St. Mary’s is 100.8.GD - Gap between St. Mary’s PP vs national non-PP has been diminished in 2018-2019 : In 2017-2018 gap was 28.6%, however in 2018-2019 it was 26%. Thus gap diminished by 2.6%. |
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| To ensure PP children have access to extracurricular activities and opportunities in school, leading to positive attitudes in learning. | Huge impact in terms of enrichment - extra-curricular activities offered/taken up. Investment in arts projects such as MAEI/artists in school has had impact across school. Music - children had opportunities such as performing and recording own music with professionals and performing with Halle orchestra. Children had opportunity to read and perform Shakespeare in theatre setting – all which impacted on understanding of texts, having positive effect on their reading and writing. A wide range of sporting activities also offered which further enriched PE lessons, such as horse-riding and sailing. |
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| To provide for appropriate PP children through focused emotional well-being support | Children’s confidence developed through variety of emotional support strategies and professional involvement. Impact on their own emotional well-being as well as knock-on impact in class in terms of assisting accessibility to curriculum. |
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| To ensure attendance of PP children is in line with national | School’s attendance target was 95%. PP was broadly in line at 94.3% |
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| To offer personalised support for PP children and their families as identified on individual need | Social worker, counsellors provided the necessary support for appropriate children/families, offering advice, counselling, help and strategies. Having such staff ensured targeted, personalised support for children on regular basis which empowered children in classrooms. |

**Pupil Premium Target Setting/Forecasts for 18-19**

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| **EYFS Forecast** | **ST. MARY’S Disadvantaged Pupils****TARGETS % for 2018/19** | **National Disadvantaged Pupils****2018/19** | **National Non Disadvantaged****2018/19** |
| GLD | Target | Actual |  |  |
|  |  | 62.5% | 56.7% | 74.2% |

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| **KS1 Forecast** | **ST. MARY’S Disadvantaged Pupils****Data for 2018/19** | **ST MARY’S Non-Disadvantaged Pupils****Data for 2018/19** | **National Disadvantage Pupils****2018/19** | **National Non Disadvantaged**  **2018/19** |
| % to pass phonic screening | 54% | 81%  | 70.9% | 83.7% |
| % to be ARE in Reading | 69% | 60% | 62% | 78.3% |
| % to be ARE in Writing | 50% | 62% | 54.9% | 73% |
| % to be ARE in Maths | 56% | 71% | 65.2% | 79.1% |
| % to be GD in Reading | 13% | 18% | 13.8% | 27.8% |
| % to be GD in Writing | 6% | 11% | 7.3% | 16.6% |
| % to be GD in Maths | 13% | 16% | 11.9% | 24.2% |

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| **KS2****Forecast** | **ST. MARY’S Disadvantaged Pupils****DATA % for 2018/19** | **ST. MARY’S Non-disadvantaged Pupils DATA % for 2018/19** | **National Disadvantaged Pupils****2018/19** | **National Non Disadvantaged****2018/19** |
| % to be Combined | **41%** | **30%** | **51%** | **71%** |
| % to be ARE in Reading | 62% | 48% | 62% | 78% |
| % to be ARE in Writing | 74% | 52% | 68% | 83% |
| % to be ARE in GPS | 68% | 52% | 67% | 83% |
| % to be ARE in Maths | 53% | 41% | 67% | 84% |
| % to be GD Combined | 3% | 0% | 5% | 13% |
| % to be GD in Reading | 15% | 7% | 17% | 31% |
| % to be GD in Writing | 6% | 4% | 11% | 24% |
| % to be GD in GPS | 12% | 22% | 24% | 41% |
| % to be GD in Maths | 6% | 4% | 16% | 32% |

**Pupil Premium Strategy will be reviewed annually**

**Key Messages:**

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| **Year Group** | **Percentage of Pupil Premium** | **National 25%** |
| Reception | 15% | Below national |
| Year 1 | 23% | Slightly below national |
| Year 2 | 28% | Slightly above national |
| Year 3 | 29% | Slightly above national |
| Year 4 | 45% | Well above national |
| Year 5 | 41%  | Well above national |
| Year 6 | 50% | Well above national |

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| **St. Mary’s RC Primary School Pupil Premium Provision 18-19** |
| **Academic** | **SEMH** | **Aspirations** | **Economic** | **Parenting** |
| Boosters | Counsellors | Dance Clubs | School Trips | Stay and Play |
| One to One | Artist in school | Yoga Clubs | PGL | Workshops-phonics/reading |
| TA Support | Social Worker | Enhanced Transition | Music lessons | E Safety |
| Quality First Teaching | TA Support | MAEI Arts | Y6 SAT Breakfast | Social Worker |
| Speech Therapist | Speech Bubbles  | Music tuition | Clothing | TAF/CIN/CP |
| Literacy Consultant | MAEI Arts | Wider Ops-music | Before and After School Club | Open afternoons |
| Pobble | Debate-Mate | Artist in school | Water Bottles/Book Bags | Counsellors |
| Kagan |  | Rochdale School’s Games Partnership |  |  |
| Leadership Consultancy |  | Debate-Mate |  |  |
| Times Tables Rock Stars |  |  |  |  |
| Charanga Music |  |  |  |  |
| Rising Stars Science/Reading |  |  |  |  |
| Espresso |  |  |  |  |
| Maths of the Day – Active Maths |  |  |  |  |