



Pupil premium strategy statement

1. Summary information					
School	St Maria Goretti Catholic Academy				
Academic Year	2018/2019	Total PP budget	£124,080	Date of most recent PP Review	
Total number of pupils	234	Number of pupils eligible for PP	94	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving National Standard or above in reading, writing & maths	69%	65%
% achieving National Standard in reading	85%	79%
% achieving National Standard in writing	85%	79%
% achieving National Standard in maths	92%	68%
% achieving expected standard in EGPS	85%	82%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low attaining starting point (EYFS 100% 8-20 months, KS1 and KS2 RAP intervention required)
B.	Limited vocabulary: Mathematical key vocabulary and application of key mathematical skills. (KS1 and KS2 RAP intervention)
C.	Support for pupils mental health and well-being (Breakfast Club, individual/group nurture support-barriers to learning are removed.)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited access to extra-curricular activities, attendance, parental engagement, nurture, attachment.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To <u>raise pupil attainment</u> and diminish the difference between their peers- particularly in Science, Maths and Computing.	Increase in attainment – end of key stage Increase in class by class percentages in PP pupils achieving combined attainment.
B.	To <u>accelerate progress</u> in maths and Science (In particular potential more able PP pupils)	100% progress Increase in class-by-class percentages in PP pupils achieving combined attainment: EYFS GLD, KS1 and KS2 combined attainment. (Maths/Science)
C.	To increase access to family learning and parent participation. (Family links and Watch Me Learn days and Read With Me in the EYFS.)	Outcomes evident- targeted support Increased attendance, progress and attainment as a direct result of increased access to family and adult learning.
D.	To increase opportunities for PP pupils to access extra-curricular activities. (In particular the University Of Life clubs and targeted support. (Identified by the Subject leaders.)	100% of PP pupils accessing clubs A direct impact upon the outcomes of individual PP pupils who excel in ALL areas of the curriculum.

5. Planned expenditure					
Academic year		2018/2019			
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?
<u>Increased Combined attainment</u> in all classes for GLD, Reading, Writing and Maths at the end of KS1, Y4 and KS2.	Regular progress meetings to discuss DC-Pro tracking system updates and review RAPs to secure combined attainment. Regular PP team meetings to review IMPACT.	Although pupils make accelerated progress the gap remains. Pupils enter the Early Years Foundation Stage below age related expectations. KS2 pupils to leave KS2 in line or above their national peers.	<ul style="list-style-type: none"> • video Coaching • Lesson Observation feedback • CPD- coaching and feedback • Termly IMPACT reports and half termly monitoring of impact. 	Principal Assistant Headteacher Phase leaders Class teachers PP SLE	Half termly data progress discussions. Discussions with pupils. Evaluation and progress measures towards targets and the School Development Plan.

<p><u>Increased percentages of pupils making accelerated progress in ALL areas of the curriculum. (With a particular focus on more able PP pupils)</u></p>	<p>Analysis of all curriculum areas – identification of gifts and talents- appropriate extra-curricular support provided.</p> <p>Analysis of Foundation curriculum progress and attainment.</p> <p>Subject leader monitoring of PP progress and attainment.</p>	<p>Ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Provide the opportunities to stretch and encouragement for these pupils across all foundation subjects. (Potential more able PP pupils.)</p>	<ul style="list-style-type: none"> • Curriculum planning focuses on pupil led learning. • Bronze, Silver and Gold challenges throughout the Curriculum inclusive of foundation subjects. 	<p>Principal Assistant Headteacher Subject leaders Class teachers PP SLE (New PP team.)</p>	<p>Half-termly data progress discussions. Discussions with pupils. Evaluation and progress measures towards targets and the School Development Plan. Curriculum planning scrutiny. Curriculum subject leader clinics- progress towards targets/action plan supported by PP progress data.</p>
<p>i. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p><u>Increased Combined attainment</u> in all classes for GLD, Reading, Writing and Maths at the end of KS1, Y4 and KS2. (Particular focus on maths and science.)</p>	<p>RAP plan- reviewed regularly. PP individual or group plan. TSA/LSP intervention timetable.</p>	<p>Although pupils make accelerated progress the gap remains. Pupils enter the Early Years Foundation Stage below age related expectations. KS2 pupils to leave KS2 in line or above their national peers.</p>	<p>Quality RAP plan where pupils are identified for the appropriate intervention/booster. High quality intervention timetable where Teaching Assistants and Learning Support Practitioners have a full awareness of the needs and next steps.</p>	<p>PP SLE Principal Assistant Headteacher</p>	<p>Half Termly Weekly drop ins Lesson observations Data tracking of progress/attainment Half termly data progress discussions. Discussions with pupils.</p>
<p>Higher rates of progress across EYFS, KS1 and KS2 for high attaining pupils eligible for PP</p>	<p>Weekly small group's sessions in addition to standards lessons. PP higher ability workshops</p>	<p>Additional support to maintain high attainment. Small group intervention with experienced teacher have been shown to be effective.</p>	<p>Impact overseen by SLT Extra booster session paid from PP budget</p>	<p>SLT</p>	<p>Half termly data progress discussions.</p>
<p>Increased evidence of teacher assessment to accelerate pupil progress and outcomes in lessons.</p>	<p>Moderation (external/internal)</p>	<p>Staff new to year groups and Key Stages require additional support in making accurate judgments.</p>	<p>Impact overseen by SLT Extra booster session paid from PP budget.</p>	<p>SLT</p>	<p>Half termly data progress discussions.</p>
<p>ii. Other approaches</p>					

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?
To increase access to family learning and parent participation. (Family links and Watch Me Learn days and Read With Me in the EYFS.)	Family learning sessions. Adult learning-basic maths and English with a view to increasing employment opportunities whilst directly impacting upon pupil outcomes.	Previous Pupil Premium impact reports and a case study show that this has directly impacted upon pupil progress and attainment.	Monitor through the individual PP plans and termly impact report. Provide close monitoring through further case studies. HSLW, Learning Mentor and Pupil Support Worker IMPACT reports.	PP SLE Principal Home School Link Worker (HSLW) Learning Mentor and Pupil Support Worker.	Termly IMPACT reports. Weekly drop ins and feedback from HSLW, Learning mentor and Pupil Support Worker.
100% of PP pupils accessing clubs A direct impact upon the outcomes of individual PP pupils who excel in ALL areas of the curriculum.	Discussions with pupils re: interest for current timetable. University of life club.	Currently a number of PP pupils do not access extra-curricular activities.	Monitor through the individual PP plans and termly extended services report.	Extended services lead. Principal	Extended services data.
Total budgeted cost					£128,040

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Actions to date:

- One to one counselling sessions.
- Attendance clinics/late gates and individual family support.
- Daily access to a learning mentor via the breakfast club.
- Family links parent course and active families program.
- Early helps.
- In EYFS- KOFI group, language programs, shape and measures targeted group, parent workshops, EAL targeted support and ESB.
- In KS1- active families, maths booster group, additional spelling and grammar groups, daily intervention, one to one counselling, Be-active, stagecoach, support with uniform, EAL targeted support in science and grammar, access to dance club and ESB. In KS2- Social Use of Language program, writing, maths, spelling and grammar boosters, one to one counselling, support with uniform, dance, stagecoach, choir, one to one tuition and ESB.

