

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mary Queen of Martyrs Voluntary Catholic Academy				
Academic Year	2018/19	Total PP budget	£102,960	Date of most recent PP Review	Sep 2018
Total number of pupils		Number of pupils eligible for PP	96	Date for next internal review of this strategy	Jul 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	67%	76% (70%)
% making progress in reading	67%	82% (80%)
% making progress in writing	67%	79% (83%)
% making progress in maths	67%	88% (81%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Less developed literacy skills (phonics, speaking and listening) when entering Foundation Stage
B.	Attendance is still a concern with some PP children.
C.	Some children have not mastered the 'foundations' of mathematics and struggle to make progress in further year groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Average attendance of children eligible for PP still under 95%. Targeted support needs to be focused again on those PP children who are poorer attenders.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased progress and attainments in writing and maths in Year 2	Pupils that are eligible for PP will make good or better progress in Year 2, become in-line with their non-PP peers.
B.	Increased progress and attainments in reading, writing and maths in Year 4	PP pupils are expected to make good or better progress, in-line with their 'non-PP' peers, in reading, writing and maths in Year 4.
C.	Increased progress and attainments in boys' writing and maths in Year 5	PP pupils are expected to make good or better progress, to close the attainment gap between them and their peers in boys' writing in Year 5.
D.	Increased attendance rates for pupils eligible for PP.	Ensure that more pupils eligible for PP have an attendance rate of 96%, which is in line with their 'non-PP' peers.

E.	Increased progress and attainments in boys' reading and writing in Year 6	PP pupils are expected to make good or better progress, to close the attainment gap between them and their peers in boys' writing in Year 5.
F.	To provide PP pupils with opportunities to have 'wider-world' opportunities (educational visits, visitors to the school)	PP pupils will have different opportunities to take part in school trips, or have educational visitors in school, that will broaden their 'wider-world' experiences.
G.	Higher number of PP pupils to attend after school clubs	A significant proportion of PP children will attend at least one after-school activity.
H.	Increase in the number of PP pupils making accelerated progress so the gap between them and their non-PP peers is narrowed.	The gap between PP pupils and non-PP pupils, who are 'on track or better' will continue to decrease.

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?															
<p>A. Increased progress and attainments in writing and maths in Year 2</p>	<p>Continuation of maths mastery within maths lessons. Teaching focuses deeply on the skills taught, which is then applied to solving problems.</p> <p>Smaller maths sets with 4 teachers deployed in Phase 1.</p> <p>Same day intervention form TAs to assist and support the misconceptions in maths.</p> <p>Talk for Writing strategy is being used in Year 2 with 2 experienced teachers.</p>	<p>Last year's data shows that all PP pupils are working below the expected standard for their age in year 2 (in writing).</p> <p>75% of PP boys and 100% of PP girls are working below the expected standard for their Year 2 age in maths.</p>	<p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p>	<p>SLT and NA</p> <p>JH and JD</p> <p>Y2 teachers.</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>															
<p>Analysis</p>	<p>Winter term:</p> <table border="1"> <thead> <tr> <th></th> <th>W – July</th> <th>W – Jan</th> <th>M – July</th> <th>W - Jan</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33%</td> <td>73%</td> <td>33%</td> <td>73%</td> </tr> <tr> <td>Non-PP</td> <td>89%</td> <td>84%</td> <td>89%</td> <td>88%</td> </tr> </tbody> </table> <p>Data currently shows an upward trend for those PP who are 'on track or better' from the end of Y1 data to the most recent data entry (December 2018).</p>			W – July	W – Jan	M – July	W - Jan	PP	33%	73%	33%	73%	Non-PP	89%	84%	89%	88%			
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<p>B. Increased progress and attainments in reading, writing and maths in Year 4</p>	<p>Continuation of maths mastery within maths lessons. Teaching focuses deeply on the skills taught, which is then applied to solving problems.</p> <p>Same day intervention form TAs to assist and support the misconceptions in maths.</p> <p>Use of the Focus literacy reading strategy to help train skills.</p> <p>Y3/4 intervention strategies to help children 'catch-up' if they are behind.</p>	<p>In reading, data shows that 71% (5/7) of the PP children are working below the national expected level for their age.</p> <p>In writing the same % of children are working behind the expected level for their age.</p> <p>In maths, the same % of children are working behind the national expected level for their age.</p> <p>This is a significant proportion of PP children working below across reading, writing and maths.</p>	<p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p> <p>Lesson observations.</p>	<p>SLT and JD</p> <p>ME, JG and CB Y3/4 teachers.</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>
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<p>Analysis</p>	<table border="1"> <tr> <td data-bbox="421 724 539 778">On track +</td> <td data-bbox="539 724 658 778">R – Jul</td> <td data-bbox="658 724 777 778">R – Jan</td> <td data-bbox="777 724 896 778">W – Jul</td> <td data-bbox="896 724 1014 778">W – Jan</td> <td data-bbox="1014 724 1133 778">M – Jul</td> <td data-bbox="1133 724 1232 778">M - Jan</td> </tr> <tr> <td data-bbox="421 778 539 810">PP</td> <td data-bbox="539 778 658 810">57%</td> <td data-bbox="658 778 777 810">71%</td> <td data-bbox="777 778 896 810">43%</td> <td data-bbox="896 778 1014 810">57%</td> <td data-bbox="1014 778 1133 810">71%</td> <td data-bbox="1133 778 1232 810">71%</td> </tr> <tr> <td data-bbox="421 810 539 842">Non-PP</td> <td data-bbox="539 810 658 842">83%</td> <td data-bbox="658 810 777 842">86%</td> <td data-bbox="777 810 896 842">81%</td> <td data-bbox="896 810 1014 842">81%</td> <td data-bbox="1014 810 1133 842">92%</td> <td data-bbox="1133 810 1232 842">92%</td> </tr> </table> <p>Data shows that PP children who are on track or better are on the increase in reading and writing but have stayed the same in maths.</p>	On track +	R – Jul	R – Jan	W – Jul	W – Jan	M – Jul	M - Jan	PP	57%	71%	43%	57%	71%	71%	Non-PP	83%	86%	81%	81%	92%	92%	
On track +	R – Jul	R – Jan	W – Jul	W – Jan	M – Jul	M - Jan																	
PP	57%	71%	43%	57%	71%	71%																	
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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?
<p>C. Increased progress and attainments in boys' writing and maths in Year 5</p>	<p>Continuation of quality teaching of the writing/grammar skills needed in Year 5.</p> <p>Talk for Writing.</p> <p>Same day intervention form TAs to assist and support the misconceptions in writing.</p>	<p>100% (5) boys are currently working below the expected level for their age in writing.</p> <p>50% of boys are working below ARE in maths.</p>	<p>Regular analysis of progress will be carried out with specific children identified for further support.</p> <p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p> <p>Lesson observations.</p>	<p>SLT and JD</p> <p>NA and MN Y5 teachers</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>

	<p>Small group work in lessons with targeted support.</p> <p>'Boy' friendly texts – engagement of boys in reading and writing.</p>																			
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Non-PP	82%	73%	91%	88%																
D. Increased progress and attainments in boys' reading and writing in Year 6	<p>Continuation of quality teaching of the writing/grammar skills needed in Year 6.</p> <p>Talk for Writing.</p> <p>Same day intervention form TAs to assist and support the misconceptions in writing.</p> <p>Small group work in lessons with targeted support.</p> <p>Year 6 Intervention strategies</p>	<p>58% of children eligible for PP in Year 6 are working below the expected standard in writing.</p> <p>The focus needs to be especially on boys, as 83% of boys eligible for PP (5/6) are below the expected level.</p>	<p>Monitoring of interventions through discussions during pupil progress meetings and data analysis to determine the impact. Interventions adapted as required.</p>	<p>SLT and JD</p> <p>LA and DL</p> <p>Y6 teachers</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>															
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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?												
E. Increased attendance rates for pupils eligible for PP.	Continued rigorous monitoring by attendance officer on a fortnightly basis, including letters to parents and meetings arranged with LK, AMc	<p>Last year, in comparison to Non-PP children, the average attendance of PP children was significantly lower.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93.64%</td> <td>93.72%</td> <td>94.07%</td> </tr> <tr> <td>Non-PP</td> <td>96.67%</td> <td>96.32%</td> <td>96.22%</td> </tr> </tbody> </table>		Autumn	Spring	Summer	PP	93.64%	93.72%	94.07%	Non-PP	96.67%	96.32%	96.22%	Monitoring on a fortnightly basis will ensure that this approach is having an impact as any issues will be identified quickly.	LK, SLT	Half termly through SIMS report
	Autumn	Spring	Summer														
PP	93.64%	93.72%	94.07%														
Non-PP	96.67%	96.32%	96.22%														
Analysis																	
A. To provide PP pupils with opportunities to have 'wider-world' opportunities (educational visits, visitors to the school)	When discussing new topics, Phase Leaders, teachers and TAs to have a say in how they can help enhance PP pupil's wider learning opportunities.	In the most recent Pupil voice (Mar 2018), children said that they would like to be given more opportunities to be more "creative" and "hands-on".	Each phase's curriculum map will show that trips/other opportunities are planned into their curriculum.	SR, JD, JG, LA and Phase teams	End of the school year.												
B. Higher number of PP pupils to attend after school clubs	Encourage PP pupils to attend the range of after-school clubs on offer.	See above	JH will ask teachers who run clubs a copy of their registers to see if PP pupils attend the clubs.	JH	Termly												

6. Review of expenditure

Previous Academic Year

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

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

iii. Other approaches

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk