

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mary Queen of Martyrs Voluntary Catholic Academy				
Academic Year	2017/18	Total PP budget	£102,960	Date of most recent PP Review	Mar 2018
Total number of pupils	348	Number of pupils eligible for PP	86	Date for next internal review of this strategy	Jul 2018

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	17 (29%)	34 → 59% (61%)
% making progress in reading	17 (53%)	34 → 68% (72%)
% making progress in writing	17 (53%)	34 → 82% (76%)
% making progress in maths	17 (53%)	34 → 82% (75%)

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.	12% of PP children are identified as having one of more of the following additional needs: Autism, Social and emotional, Moderate Learning Difficulty, Visual needs, Dyslexia, Well-being
C.	Attainment in reading for high PAG PP pupils is lower than non-PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – 43 % of PP children have an attendance below 95%, 17% of PP children have an attendance below 90% (as of 28.02.17)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased progress and attainments in Maths for PP pupils.	Pupils that are eligible for PP make good or better progress in maths to close the gap on their non-PP peers in KS1 and KS2.
B.	Increased progress and attainments in Reading, Writing and GPS for PP pupils.	PP pupils are expected to make good or better progress, in-line with their 'non-PP' peers.

C.	Higher rates of progress for PP pupils identified in higher PAG groups.	PP children in the higher PAG (Prior Attainment Group) make good or better progress so that the gap between them and their 'non-PP' peers reduces.
D.	Increased attendance rates for pupils eligible for PP.	Ensure that pupils eligible for PP have an attendance rate of 96%, which is in line with their 'non-PP' peers.
E.	Higher rates of progress for PP pupils with multiple barriers to learning (e.g social and emotional, well-being, behaviour, SEN)	PP pupils with multiple barriers to learning will make good or better than expected progress in order to close the attainment gap (with their non-PP peers).

5. Planned expenditure

Academic year	2017-2018
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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?
A. Increased progress and attainments in Maths for PP pupils.	<p>Introduction 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 each phase.</p> <p>Same day intervention from TAs to assist and support the misconceptions in maths.</p> <p>Staff training from maths coordinator.</p> <p>Collaboration with Charlotte Woolin (TRG Lead for Maths mastery) with two Y5 teachers.</p>	<p>Staff voice has expressed concern that skills are not being taught in depth, sometimes children are starting on the problem-solving challenges when skills are not fully embedded.</p> <p>Last year's SATs testing showed children lost marks through the arithmetic paper and through miscalculations in the reasoning papers.</p> <p>In order to secure the key objectives for maths, a longer period of time will be spent learning each different skill.</p> <p>Evidence from research shows that same day intervention can be extremely beneficial for some children.</p>	<p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p> <p>Evidence in coordinators file</p>	SLT and NA	<p>Pupil progress meetings</p> <p>Termly data analysis</p>

<p>B. Increased progress and attainment in Reading, Writing and GPS for PP pupils.</p>	<p>Introduction of the Focus literacy scheme which will allow time for pupils to have a more structured approach to reading. This will coincide along a new, flexible reading timetable.</p> <p>Staff CPD (on new Literacy scheme, guided reading and GPS)</p> <p>Smaller literacy sets with 4 teachers deployed in each phase (5 groups in Phase 1)</p> <p>Same day intervention form TAs to assist and support the misconceptions in reading, writing and GPS lesson.</p> <p>Use of online reading schemes such as Bug Club to promote a love of reading.</p> <p>KS2 'Chatterbooks' (Library service) scheme to promote a love of reading.</p> <p>FS and Y6 buddying – Y6 PP children reading to FS to improve reading confidence.</p>	<p>Last year's reading scores in KS2 were below on the previous year's (68% non-PP and 53% PP achieved the expected standard).</p> <p>In order to secure the key objectives for reading, a longer period of time will be spent learning each different learning focus for reading. The Focus reading scheme will allow this to happen with quality, structured support.</p> <p>TA intervention will also focus on spelling – another area that needs further development (evident through Literacy book scrutiny and staff voice)</p>	<p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p> <p>Staff voice.</p> <p>Staff training will be given.</p>	<p>SLT and JD</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>

					Total budgeted cost
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?
C. Higher rates of progress for PP pupils identified in higher PAG groups.	Focused support for those children who achieved the higher levels in KS1 to allow them opportunities to achieve the higher levels at the end of KS2.	Of the 3 children who were in the higher PAG group in reading (Y6), none of them scored the higher marks in the KS2 paper. This left a progress score, for this group, of -0.21. In maths, the score was -4.76.	Regular analysis of progress will be carried out with specific children identified for further support. This will be done with the Y6 teachers and the SLT. Ensure that KS2 staff are aware of those children who scored highly in KS1 and that they are given continued opportunity to access the higher-level materials for their year group.	DL (Data), JH (PP) and SLT	Pupil progress meetings Termly data analysis
E. Higher rates of progress for PP pupils with multiple barriers to learning (e.g social and emotional, well-being, behaviour, SEN)	Targeted support for the pupils with additional needs, taking part in different intervention groups and support in class.	Pupils with multiple needs engage will with same day intervention strategies as well as support in class. This is to catch misconceptions taught that day and if needed, to pre-teach for the following lesson.	Monitoring of interventions through discussions during pupil progress meetings and data analysis to determine the impact.	KM (SENCo) SLT	Pupil progress meetings Termly data analysis
A. Increased progress and attainments in Maths for PP pupils. B. Increased progress and attainment in Reading, Writing and GPS for PP	Targeted in class and small group teaching support. Small group intervention. Booster classes for Y6 pupils delivered by experienced teachers and TAs	Data (from previous year) shows that PP children are not making the progress desired, or attainment, in comparison to their 'non-PP' peers in most year groups. Looking back on the previous year, the school identified that children responded well to working in smaller classes with TAs working mainly in the poorer sets (Maths). In order to ensure rapid progress for Y6	Experienced teaching assistants to deliver focused support upon guidance from the Y6 teachers. Lessons will be delivered by experienced teachers and TAs in small groups to ensure that the quality of teaching is high.	DL – Phase 3 leader	Pupil progress meetings Termly data analysis

pupils.		pupils eligible for PP, booster classes will take place after school in the Spring term, before, during and after school.			
Total budgeted cost					
iii. Other approaches					
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?
D. 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	In order for our PP children to make the progress we expect, they actually need to be in school for that to happen. 43% of PP children have an attendance under 95% and 17% have an attendance record under 90% so far this year.	Monitoring on a fortnightly basis will ensure that this approach is having an impact as any issues will be identified quickly.	LK, SLT	
Total budgeted cost					
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	
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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