

# 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)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Less developed literacy skills (phonics, speaking and listening) when entering Foundation Stage
<b>B.</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
<b>C.</b>	Attainment in reading for high PAG PP pupils is lower than non-PP pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	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>
<b>A.</b>	Increased progress and attainments in Maths for PP pupils.	Pupils that are eligible for PP make good or better progress in maths so the number of pupils who receive PP funding meet age related expectations at the end of KS1 and KS2.
<b>B.</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.

<b>C.</b>	Higher rates of progress for PP pupils with identified in higher PAG groups for PP pupils.	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.
<b>D.</b>	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.
<b>E.</b>	Higher rates of progress for PP pupils with SEN.	PP pupils with an identified SEN will make good or better than expected progress in order to close the attainment gap.

## 5. Planned expenditure

**Academic year**      **2017-2018**

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?																																																							
<b>A.</b> 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 form TAs to assist and support the misconceptions in maths.</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>	SLT and NA	<p>Pupil progress meetings</p> <p>Termly data analysis</p>																																																							
<b>Analysis</b>	<p><b>Spring (PP children on track or better)</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Autumn On track +</th> <th>Spring On track +</th> </tr> </thead> <tbody> <tr> <td>F2* (10 chn)</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>1 (6 chn)</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>2 (15 chn)</td> <td>64%</td> <td>79%</td> </tr> <tr> <td>3 (7 chn)</td> <td>57%</td> <td>57%</td> </tr> <tr> <td>4 (17 chn)</td> <td>88%</td> <td>94%</td> </tr> <tr> <td>5 (12 chn)</td> <td>58%</td> <td>58%</td> </tr> <tr> <td>6 (11 chn)</td> <td>82%</td> <td>82%</td> </tr> </tbody> </table> <p>* Focus on 'Number' section of the FS curriculum.</p> <p>Data shows that there are increases in Year groups however, those in Year 3 and Year 5 need to have more focus on closing the gaps in Maths.</p>		Year Group	Autumn On track +	Spring On track +	F2* (10 chn)	50%	70%	1 (6 chn)	67%	67%	2 (15 chn)	64%	79%	3 (7 chn)	57%	57%	4 (17 chn)	88%	94%	5 (12 chn)	58%	58%	6 (11 chn)	82%	82%	<p><b>Summer (PP children on track or better)</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Autumn On track +</th> <th>Spring On track +</th> <th>Summer On track +</th> </tr> </thead> <tbody> <tr> <td>F2* (10 chn)</td> <td>50%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>1 (6 chn)</td> <td>67%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>2 (15 chn)</td> <td>64%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>3 (7 chn)</td> <td>57%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>4 (17 chn)</td> <td>88%</td> <td>94%</td> <td>94%</td> </tr> <tr> <td>5 (12 chn)</td> <td>58%</td> <td>58%</td> <td>67%</td> </tr> <tr> <td>6 (11 chn)</td> <td>82%</td> <td>82%</td> <td>82%</td> </tr> </tbody> </table> <p>* Focus on 'Number' section of the FS curriculum.</p> <p>Data is showing that children in most year groups have made progress towards the expected standard for their year group. There is a significant reduction on Year 1 – this needs to be addressed next year. There are also 33% (4 chn) in Year 5 who need to make the expected standard.</p>		Year Group	Autumn On track +	Spring On track +	Summer On track +	F2* (10 chn)	50%	70%	70%	1 (6 chn)	67%	67%	33%	2 (15 chn)	64%	79%	80%	3 (7 chn)	57%	57%	71%	4 (17 chn)	88%	94%	94%	5 (12 chn)	58%	58%	67%	6 (11 chn)	82%	82%	82%
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<p><b>B.</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>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.</p>	<p>Book scrutiny and monitoring.</p> <p>Learning walks.</p> <p>Data analysis.</p> <p>Staff voice.</p>	<p>SLT and JD</p>	<p>Pupil progress meetings</p> <p>Termly data analysis</p>
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Analysis	<b>Spring (PP children on track or better)</b>			<b>Summer (PP children on track or better)</b>			
	Reading			Reading			
	<b>Year Group</b>	<b>Autumn On track +</b>	<b>Spring On track +</b>	<b>Year Group</b>	<b>Autumn On track +</b>	<b>Spring On track +</b>	<b>Summer On track +</b>
	F2* (10 chn)	70%	60%	F2* (10 chn)	70%	60%	70%
	1 (6 chn)	50%	50%	1 (6 chn)	50%	50%	33%
	2 (15 chn)	64%	64%	2 (15 chn)	64%	64%	67%
	3 (7 chn)	57%	57%	3 (7 chn)	57%	57%	57%
	4 (17 chn)	88%	88%	4 (17 chn)	88%	88%	88%
	5 (12 chn)	58%	67%	5 (12 chn)	58%	67%	67%
	6 (11 chn)	82%	73%	6 (11 chn)	82%	73%	73%
Writing			Writing				
<b>Year Group</b>	<b>Autumn On track +</b>	<b>Spring On track +</b>	<b>Year Group</b>	<b>Autumn On track +</b>	<b>Spring On track +</b>	<b>Summer On track +</b>	
F2* (10 chn)	60%	60%	F2* (10 chn)	60%	60%	70%	
1 (6 chn)	33%	33%	1 (6 chn)	33%	33%	33%	
2 (15 chn)	64%	64%	2 (15 chn)	64%	64%	67%	
3 (7 chn)	29%	29%	3 (7 chn)	29%	29%	43%	
4 (17 chn)	88%	88%	4 (17 chn)	88%	88%	88%	
5 (12 chn)	58%	58%	5 (12 chn)	58%	58%	58%	
6 (11 chn)	82%	82%	6 (11 chn)	82%	82%	82%	
Data shows that there is a slight decrease in F2 reading but there is a positive increase in Y5 chn on track or better (reading). Significant low % in writing in Y1, 3 and 5 which needs to be addressed.			Reading: data shows that there have been gains in some yr groups, but data is significantly lower in Y1. Writing: Increasing gains in Y4, but 4 chn in Y1 and 5chn in Y5 not at expected				

**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 with identified in higher PAG groups for PP pupils.	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. 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.  Ensure that KS2 staff are aware of those children who scored highly in KS2 and that they are given continued opportunity to access the higher-level materials for their year group.	DL (Data), JH (PP) and SLT	

Analysis	There were three children identified in a PAG of 20 or higher. (One in PAG 20 and the other two in PAG 23). In reading: Two children scored a L3 in KS1. One of those scored 109 and the other 120. One child achieved a 2B in KS1 with a scored of 115 in KS2. In writing: Two children scored a L3 in KS1, one child scored EXS and the other GDS in KS2. One child scored at 2B in KS1 and met the expected standard in KS2.				
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	<p>In maths: all three children scored a L3 in KS1, they scored 107, 120 and 109.</p> <p>From this data, it shows that our children are performing well in reading. Work still needs to be done to focus on the success of higher PAG PP children at the end of KS2.</p>																												
D. Higher rates of progress for PP pupils with SEN.	Targeted support for the pupils with SEN, taking part in different intervention groups and support in class.	Pupils with SEN engage well with same day intervention strategies as well as support in class.	Monitoring of interventions through discussions during pupil progress meetings and data analysis to determine the impact. Interventions adapted as required.	KM (SENCo) SLT																									
<b>Analysis</b>	<p><b>Summer – SEN PP pupils Average Points Progress from Autumn Term</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1 (1 child)</td> <td>3</td> <td>2</td> <td>4</td> </tr> <tr> <td>2 (1 child)</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>3 (1 child)</td> <td>1</td> <td>2</td> <td>2</td> </tr> <tr> <td>4 (2 children)</td> <td>2</td> <td>1.5</td> <td>2.5</td> </tr> <tr> <td>5 (3 children)</td> <td>1</td> <td>1.3</td> <td>1.6</td> </tr> </tbody> </table> <p>Data shows that younger SEN PP children in KS1 are mostly making expected progress. There is a trend that SEN PP children in Y5 and 6 find reading and writing particular tougher. This needs to be looked at for next year's provision.</p>					Year	Reading	Writing	Maths	1 (1 child)	3	2	4	2 (1 child)	3	3	3	3 (1 child)	1	2	2	4 (2 children)	2	1.5	2.5	5 (3 children)	1	1.3	1.6
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A. Increased progress and attainments in Maths for PP pupils. B. Increased progress and attainment in Reading, Writing and GPS for PP pupils.	Targeted in class and small group teaching support.  Small group intervention.  Booster classes for Y6 pupils delivered by experienced teachers and TAs	Data 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 pupils eligible for PP, booster classes will take place after school in the Spring term, before, during and after school.	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																									
<b>Analysis</b>	For detailed analysis of progress of and attainment of PP pupils in reading, writing and maths, see section (i) A and B.																												
				<b>Total budgeted cost</b>																									
<b>iii. Other approaches</b>																													
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>																								

<p><b>E.</b> Increased attendance rates for pupils eligible for PP.</p>	<p>Continued rigorous monitoring by attendance officer on a fortnightly basis, including letters to parents and meetings arranged with LK, AMc</p>	<p>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.</p>	<p>Monitoring on a fortnightly basis will ensure that this approach is having an impact as any issues will be identified quickly.</p>	<p>LK, SLT</p>													
<p><b>Analysis</b></p>	<p><b>End of year analysis</b></p> <p>Average attendance for PP VS Non-PP for the whole school year (Up to end of Autumn term, Autumn+Spring Term, All three terms)</p> <table border="1" data-bbox="427 427 1227 517"> <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> <p>Data is beginning to show slight increase in attendance of children eligible for PP. Work still needs to be done next year to ensure that this % grows to 95%,</p>						Autumn	Spring	Summer	PP	93.64%	93.72%	94.07%	Non-PP	96.67%	96.32%	96.22%
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6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Increased progress and attainments in Maths for PP pupils.	See analysis on Pages 2-4 of this document.		<p>Data is showing that children in most year groups have made progress towards the expected standard for their year group. There is a significant reduction on Year 1 – this needs to be addressed next year. There are also 33% (4 chn) in Year 5 who need to make the expected standard.</p> <p>Continue with a focused approach to improving maths for PP children in Years 2, 4 and 6 next year as a significant number working below the expected level.</p>	
Increased progress and attainment in Reading, Writing and GPS for PP pupils.	See analysis on Pages 2-4 of this document.		<p>Reading: data shows that there have been gains in some yr groups, but data is significantly lower in Y1. Writing: Increasing gains in Y4, but 4 chn in Y1 and 5chn in Y5 not at expected</p> <p>Once again, focus needs to be addressed in Y2 and Y6. There will be continued work on focus literacy programme (especially for guided reading), but school will be introducing new spelling programme as well as Talk 4 Writing to help boost standards. These will help PP children have a better understanding of vocabulary which will help them access the curriculum better.</p>	
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
Higher rates of progress for PP pupils with identified in higher PAG groups for PP pupils.	See Page 5.		<p>There were three children identified in a PAG of 20 or higher. (One in PAG 20 and the other two in PAG 23). In reading: Two children scored a L3 in KS1. One of those scored 109 and the other 120. One child achieved a 2B in KS1 with a scored of 115 in KS2.</p> <p>In writing: Two children scored a L3 in KS1, one child scored EXS and the other GDS in KS2. One child scored at 2B in KS1 and met the expected standard in KS2.</p> <p>Continuation?</p>	

Higher rates of progress for PP pupils with SEN.	See Page 6.	<p>Data shows that younger SEN PP children in KS1 are mostly making expected progress. There is a trend that SEN PP children in Y5 and 6 find reading and writing particular tougher.</p> <p>There are few PP children who are also SEN. There is now an extensive programme for SEN children in the school. PP coordinator will develop a provision map to ensure that all PP children who need support receive the support that is needed.</p>	
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### 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												
Increased attendance rates for pupils eligible for PP.	See Page 9.		<p><b>End of year analysis</b></p> <p>Average attendance for PP VS Non-PP for the whole school year (Up to end of Autumn term, Autumn+Spring Term, All three terms)</p> <table border="1" data-bbox="1256 759 1890 847"> <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> <p>Data is beginning to show slight increase in attendance of children eligible for PP. Work still needs to be done next year to ensure that this % grows to 95%.</p> <p>As a school, we need to continue making sure that PP attendance is always regularly monitored. We will continue to do as attendance is beginning to improve.</p>		Autumn	Spring	Summer	PP	93.64%	93.72%	94.07%	Non-PP	96.67%	96.32%	96.22%	
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