

Pupil Premium Review St Cuthbert Mayne Catholic Primay School

1. Summary information					
School	St Cuthbert Mayne Catholic Primary School				
Academic Year	2016-17	Total PP budget	£14,520	Date of most recent PP Review	July 2016
Total number of pupils	205	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2017

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 at end of KS2 2016	0% (2 pupils)	53%
% making progress in reading end of KS2 2016	0% (1 pupil)	66%
% making progress in writing	100% (1 pupil)	70%
% making progress in maths	100% (1 pupil)	74%

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.	Low self-esteem for the majority of our pupils eligible for PP slows progress.
B.	Lower than average prior attainment leaves a gap to be narrowed in Reading, writing and maths for our pupils eligible for PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Some pupils eligible for PP have attendance below 95%.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise self-esteem of all pupils eligible for PP	Pupils eligible for PP will report a more positive outlook on school life in pupil interviews and will have shown the benefits of ELSA support in the progress made in reading, writing and maths.
B.	Pupils eligible for PP will have made accelerated progress by July 2017, narrowing the gap in attainment to be more closely in line with their peers.	Pupils eligible for PP will have made at least expected progress so attainment at the end of the year will be in line with expectations.
C.	Improved attendance for pupils eligible for PP	All pupils eligible for PP have attendance rates over 95%.

5. Planned expenditure						
Academic year	2016-17					
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?	July 2017 Review
Pupils eligible for PP will have made accelerated progress by July 2017, narrowing the gap in attainment to be more closely in line with their peers.	Quality first teaching Pupils eligible for PP highlighted on planning, with additional support provided by the class teacher.	Whole school focus on improving the quality of teaching and learning. Focus on vulnerable groups of pupils, to address previous progress by these pupils that was less than expected.	Half-termly pupil progress meetings with pupils eligible for PP as a focus. Monitoring of pupils' work	Lead Teacher for PP/HT	January and July 2017	Reading: 55% accelerated progress, 35% expected progress, 9% less than expected. Writing: 27% accelerated progress, 55% expected progress, 18% less than expected progress. Maths: 27% accelerated progress, 64% expected progress, 9% less than expected progress.
Total budgeted cost					Met within school funding	
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?	July 2017 Review
Raise self-esteem of all pupils eligible for PP	ELSA support for those who have been identified as having low self-esteem.	Pupil interviews and feedback from class teachers of pupils eligible for PP.	Monitoring of ELSA provision through Care Committee and feedback from class teachers.	RB	July 2017	Incidences of poor behaviour due to low self esteem reduced.

Pupils eligible for PP will have made accelerated progress by July 2016, narrowing the gap in attainment to be more closely in line with their peers.	1:1 support provided by teacher	Evidence from EEF Toolkit that this support is beneficial to children and enables them to work alongside peers to make accelerated progress when back in class.	Monitoring of provision and progress made in half termly pupil progress meetings	RB	April and July 2017	Reading: 55% accelerated progress, 35% expected progress, 9% less than expected. Writing: 27% accelerated progress, 55% expected progress, 18% less than expected progress. Maths: 27% accelerated progress, 64% expected progress, 9% less than expected progress.
Raise self-esteem of all pupils eligible for PP	Pupil enrichment opportunities	Feedback from pupils and parents of the positive benefits of this support.	Pupil interviews.	RB	April and July 2017	All pupils participated in enrichment activities within school time.
Improved attendance for pupils eligible for PP Raise self-esteem of all pupils eligible for PP	Support from HSLW for families	Improved attendance is needed in order for children to make accelerated progress. HSLW provides support to parents and children to enable them to improve attendance and have a more positive experience of school life, leading to improved academic progress.	Care Committee meetings, pupil interviews, attendance data.	RB	July 2017	Attendance improved, but four children had attendance below 95% in Summer Term 2017
Pupils eligible for PP will have made accelerated progress by July 2016, narrowing the gap in attainment to be more closely in line with their peers.	Laptops to support learning in the classroom	Individual laptops will enable children to present work and edit work more readily than in books. They will have access to additional software, such as Clicker 7, Widgeit and Numicon resources that will support their learning and progress.	Pupil Progress meetings half termly.	RB	July 2017	Laptops in classrooms from September 2017
Total budgeted cost					£13,631	
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 implement	July 2017 Review

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<p>Raise self-esteem of all pupils eligible for PP</p> <p>Pupils eligible for PP will have made accelerated progress by July 2016, narrowing the gap in attainment to be more closely in line with their peers.</p>	<p>Financial support for parents and carers to ensure children access all school visits/extra learning opportunities.</p>	<p>Pupils benefit from being able to join in all activities, improving their self-esteem and enabling them to access all available learning opportunities. This leads to improved academic progress.</p>	<p>Review with School Business Manager</p>	<p>RB</p>	<p>July 2017</p>	<p>All children participated in school visits and some children participated in additional enrichment opportunities. This has a positive impact on the pupils' learning.</p>
<p>Raise self-esteem of all pupils eligible for PP</p>	<p>Additional support at lunchtimes to enable pupil to have greater social interaction with peers.</p>	<p>Feedback from pupil and parents of the benefits of this.</p>	<p>Monitoring by SLT</p>	<p>RB</p>	<p>December 2016</p>	<p>Individual pupil with this support had positive relationships with peers.</p>
Total budgeted cost					£788.98	