

ST MARIE'S PUPIL PREMIUM STRATEGY STATEMENT 17/18 with review

| 1. Summary information | | | |
|---|---|--|----------|
| School | St Marie's School, A Catholic Voluntary Academy | | |
| Academic Year | 17/18 | Date of most recent PP Review | 12/12/17 |
| Total number of pupils | 291 | Date for next internal review of this strategy | 03/07/18 |
| Number of Ever 6 / FSM pupils | 29 | Ever 6 / FSM 29 pupils x £1320 | £38,280 |
| Number of LAC/ FLAC pupils | 11 | LAC/ FLAC10 pupils x £1900 | £20,900 |
| Total Number of pupils eligible for Pupil Premium | 40 | Total PP budget | £59,180 |

| 2. Current attainment (Whole school detailed summary in Appendix 1) Based on TA Autumn 2 | <i>Pupils eligible for PP (St Marie's) At or above expectation</i> | <i>Pupils not eligible for PP (St Marie's average) At or above expectation</i> |
|---|--|--|
| Reading Rec | 0 of 3 — 0% | 15 of 27 — 56% |
| Writing Rec | 1 of 3 — 67% | 27 of 27 — 100% |
| Maths Rec | 1 of 3 — 67% | 27 of 27 — 100% |
| Reading Year 1 | 2 of 2 — 100% | 25 of 28 — 86% |
| Writing Year 1 | 0 of 2 — 0% | 20 of 28 — 72% |
| Maths Year 1 | 0 of 2 — 50% | 19 of 28 — 64% |
| Reading Year 2 | 1 of 3 — 33% | 19 of 27 — 71% |
| Writing Year 2 | 1 of 3 — 33% | 23 of 27 — 85% |

| 2. Current attainment (Whole school detailed summary in Appendix 1) Based on TA Autumn 2 | <i>Pupils eligible for PP (St Marie's) At or above expectation</i> | <i>Pupils not eligible for PP (St Marie's average) At or above expectation</i> |
|---|--|--|
| Maths Year 2 | 1 of 3 — 33% | 22 of 27 — 81% |
| Reading Year 3 | 5 of 8 — 63% | 41 of 52 — 79% |
| Writing Year 3 | 4 of 8 — 50% | 38 of 52 — 73% |
| Maths Year 3 | 5 of 8 — 63% | 41 of 52 — 79% |
| Reading Year 4 | 1 of 1 — 100% | 26 of 29 — 90% |
| Writing Year 4 | 1 of 1 — 100% | 22 of 29 — 76% |
| Maths Year 4 | 0 of 1 — 0% | 23 of 29 — 79% |
| Reading Year 5 | 6 of 11 — 54% | 45 of 48 — 92% |
| Writing Year 5 | 6 of 11 — 54% | 41 of 48 — 84% |
| Maths Year 5 | 6 of 11 — 54% | 46 of 48 — 94% |
| Reading Year 6 | 7 of 10 — 70% | 39 of 44 — 89% |
| Writing Year 6 | 6 of 10 — 60% | 32 of 44 — 72% |
| Maths Year 6 | 6 of 10 — 60% | 33 of 44 — 75% |

| 3. Previous attainment 2016-2017 | | |
|---|--|--|
| KS2 | <i>Pupils eligible for PP (St Marie's)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Reading | 67% | 71% |
| Writing | 67% | 76% |
| Spelling, Punctuation & Grammar | 83% | 77% |
| Maths | 83% | 75% |
| Average Scaled Score in Reading & Maths | 105/107 | 100 |

| | | |
|--|--|--|
| Progress - Average Scale Score Reading & Maths | +4.7/+0.4 | 0 |
| Previous attainment 2015-2016 | | |
| KS2 | <i>Pupils eligible for PP (St Marie's)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Reading | 100% | 66% |
| Writing | 100% | 74% |
| Spelling, Punctuation & Grammar | 100% | 72% |
| Maths | 100% | 70% |
| Average Scaled Score in Reading & Maths | 108 | 100 |
| Progress - Average Scale Score Reading & Maths | +7.0 | 0 |
| Previous attainment 2014-2015 | | |
| | <i>Pupils eligible for PP (St Marie's)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving Level 4b or above in reading, writing & maths (or equivalent) | 100%, 33%, 100% | 82%, 76%, 78% |
| % achieving Level 5 or above in reading, writing & maths (or equivalent) | 67%, 0%, 33% | 35%, 20%, 28% |
| % making at least 2 levels of progress in reading (or equivalent) | 100% | 88% |
| % making at least 2 levels of progress in writing (or equivalent) | 100% | 90% |
| % making at least 2 levels of progress in maths (or equivalent) | 100% | 85% |
| 4. 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. | Poor oral language skills | |
| B. | Speech and Language | |
| C. | Self esteem, confidence, behaviour and 4 R's (Building Learning Power) | |
| D. | Attention, focus and ability to stay on task independently | |

| | | |
|---|---|---|
| E. | Health and Mental Wellbeing of pupils and staff | |
| F. | Poor working memory | |
| G. | Upskilling new staff to be able to nurture and communicate with vulnerable children | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| H. | Low attendance /punctuality | |
| I. | Parental engagement with the school | |
| J. | Poor home learning environment | |
| K. | Limited access to high quality language at home | |
| L. | Social and emotional support for pupils and parents | |
| M. | Lack of parental confidence in supporting children's learning | |
| 5. Desired outcomes (<i>Desired outcomes and how they will be</i>) | | Success criteria |
| A. | Improved attendance and punctuality | <p>Overall absence last Year was 2.9% compared to 3.5% Nationally. Target for 2017/2018 is 2.6%.</p> <p>Persistence absence at 6.6%, National 10.4%</p> <p>Target for 2017/2018 is 6%</p> <p>Punctuality – significantly reduce number of 'lates'- 11 or more lates – 1.4%</p> <p>FSM last year was 96.1%, Sheffield 94%</p> <p>LAC last year was 96.1%, Sheffield 96.1%</p> <p>Target would be to bring this up to 97.4%</p> |

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|-----------|--|---|
| B. | Improved attainment and progress | <p>All PP pupils to make attainment and progress in relation to national averages and school average in non-tested year groups with TA.</p> <p>3 PP in Rec to make progress as measured against the 'Boxhall Profile'</p> <p>2 PP in Y1 to make expected standard in Phonics</p> <p>3 PP in Y2 to make expected standard in R,W & M</p> <p>7/10 PP in Y6 to make expected standard in R,W & M</p> |
| C. | Improved social and emotional support for the school community | <p>Pupils/families in need of support are able to access service either through signposting and self-referral or more in depth 1:1 counselling by Hallam Caring Services through the school.</p> |
| D. | Improved support for carers and families | <p>Relationships with families and carers improved over the year.</p> |

| 6. Planned expenditure | | | | | |
|---|-------------------------------|--|---|-------------------|--|
| Academic year | | 17/18 | | | |
| 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 / | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improved attainment and progress in Literacy – Reading, comprehension | Lexia Core 5 Intervention | Lexia rigorously researched, independently evaluated, and respected reading programs in the world. Personalised, independent learning. Lexia is designed to the latest scientific findings in education, in addition to recommendations on the best approach to reading instruction from The National Reading Panel. | Each class /individuals timetabled. Lexia training and reminder to all TAs. Lead TA (MiK) managing the usage and progress of pupils with class teachers weekly. This passed on to each class TA and child. Discussed at pupil progress meetings and monitored using provision maps. (entry and exit data) | MK/MF | Usage weekly. Half termly reviewed. Pupil Progress Meetings 3 times a year. |
| Improved confidence and engagement – S&L, oral skills | VIP/NIP/Talking Partners/Leap | On entry Language screening in EYFS once again shows weakness in vocabulary and comprehension skills. | Weekly timetabled and provision mapping (entry and exit data) | MF | Termly provision mapping reviews and regular TA to teacher's feedback. Pupil Progress Meetings 3 times a year. |

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| <p>Improved confidence and engagement - Mental Health and Wellbeing - Self esteem, confidence, behaviour and 4 R's (BLP)</p> | <p>Theraplay/ P4C/ Circle time/ Emotional Literacy Friends Resilience</p> | <p>Hope Attachment advice and research of working with vulnerable children and families. Scope, Scale, and Dose of the World's Largest School-Based Mental Health Programs (2017) - the need to prioritise child and adolescent mental health is compelling since an estimated 13% of youth under 18 years old worldwide have significant mental health problems.</p> | <p>School SIP Staff Training Observations</p> | <p>JF/MF</p> | <p>Termly</p> |
| <p>Physically wellbeing – mental health Improved attendance and punctuality Improved confidence and engagement</p> | <p>Swimming Lessons</p> | <p>Enhance physical well-being Provide opportunities to learn to swim and enjoy swimming that may not be available with parents. Life skill.</p> | <p>Timetabled across KS2 classes for the whole year. Track swimming attainment and progress on Insight. External provider audit by SLT. Rotating programme of trained school staff who join children in the pool. Targeted Y6 and PP children in summer term to achieve 25m who previously have not.</p> | <p>AW</p> | <p>Termly</p> |

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|--|---|---|---|-------|-------------------------|
| Improved support for carers and families | Breakfast Club Learning Mentor Structured Conversations Attendance and Punctuality checks After School Club | Acts as a transition between home and school. Children are calm when they arrive in the classrooms. (Time to exert themselves in the club and can release home tensions). Fosters good home/school relationships, including learning mentor relationship. Reduces hyperactivity and ensure a healthy breakfast. OSTED Pupil Premium Report - Learning mentors have an important and specific role in supporting pupils' academic and personal development. | Learning Mentor- provide support for pupils with social, behavioural, emotional, attendance and punctuality needs Structured conversations- targeted pupils and their families have structured conversations to provide support with social, behavioural, emotional, attendance and punctuality needs. Parents in school- promoting parent school partnerships by inviting parents to work in school alongside their child/ren. ASC/Breakfast Club - funding pupil premium places for targeted families. | MF/JF | termly |
| Improved support for carers and families | Learning Mentor/class teachers | Acts as a transition between home and school. OSTED Pupil Premium Report - Learning mentors have an important and specific role in supporting pupils' academic and personal development. | Discussions with all teachers to identify PPs in their class. Liaise with staff to identify pupils who need 1:1 mentoring and support. Timetabled Provision map CPOMS Get parental feedback | MF/JF | After each intervention |

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| Improved communication and engagement – behaviour, health and mental wellbeing | HLTA/TA alternative part time bespoke therapeutic curriculum | Professional, e.g. educational psychologist and therapeutic therapist recommend a bespoke curriculum. Improved engagement in learning; Improved focus and attention; Improved expressive language skills; Development of a range of social skills and life skills; Improved progress across the curriculum; Learning is enhanced by real life experiences and local | Timetable and provision co-ordinated with SENCO | MF | Half termly |
| Improved Enrichment within and beyond the Curriculum | Educational trips and residential Music | Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays. Learning is enhanced by educational visits as they are carefully planned to enhance the curriculum. | Communication by school office and teachers about available funding. Curriculum enrichment- clubs. Pupil premium pupils to attend extra-curricular club/s- extending school hours- developing talent and aspiration. Subsidised/free Breakfast club- improving attendance and punctuality & improving outcomes for pupils. Music tuition-PP pupils are able to learn a musical instrument through subsidised SMH lessons. | JF/MF/L H/JJ | Weekly |
| Improved parent/carers engagement | | | | | |
| ii. Targeted support | | | | | |

| Desired outcome | Chosen action / | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|-------------------------------------|--|--|---|-------------------|---|
| Improved attendance and punctuality | Dialogue/ communication with families/support. Justification and reasoning Learning mentor involvement | Attendance at school is related to performance (Taylor 201) NFER | Daily school monitoring, parental contacting. Bespoke letters sent to families. Meetings with families as required. | LH/JF/M F | Every half term |
| | | | | | |
| 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? |
| | | | | | |
| | | | | | |
| total budgeted cost | | | | | |

| 7. Review of expenditure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|---|---|----------|-----------|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|-----|-----|--|-----|----|-----|--|-----|------------|-----|-------|------|---|-------|
| Previous Academic Year | | 16/17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved attainment and progress in Literacy – Reading, comprehension | Lexia Core 5 Intervention | <p>110 licences used last year. Impact seen across all year groups especially in Y1 phonics where we achieved 100% pass rate. Lexia was used successfully as one of the interventions by the class teachers.</p> <p>Have introduced Lexia on the I pads to increase use and sent home letters for using at home.</p> <p>Reading Data</p> <table border="1"> <thead> <tr> <th>KS1</th> <th>National</th> <th>Sheffield</th> <th>St Marie's</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>76%</td> <td>74%</td> <td>89%</td> </tr> <tr> <td>GDS</td> <td>25%</td> <td>25%</td> <td>42%</td> </tr> <tr> <td>KS2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>EXS</td> <td>71%</td> <td></td> <td>91%</td> </tr> <tr> <td>HS</td> <td>25%</td> <td></td> <td>53%</td> </tr> <tr> <td>Y1 Phonics</td> <td>81%</td> <td>77.3%</td> <td>100%</td> </tr> </tbody> </table> | KS1 | National | Sheffield | St Marie's | EXS | 76% | 74% | 89% | GDS | 25% | 25% | 42% | KS2 | | | | EXS | 71% | | 91% | HS | 25% | | 53% | Y1 Phonics | 81% | 77.3% | 100% | <p>Will continue to use and monitor impact.</p> <p>TA and teacher refresher training.</p> <p>Continue to use as tool during pupil progress meetings.</p> <p>Lexia certificates to give out during assemblies.</p> | £1500 |
| KS1 | National | Sheffield | St Marie's | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXS | 76% | 74% | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GDS | 25% | 25% | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXS | 71% | | 91% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HS | 25% | | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Phonics | 81% | 77.3% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--|--|---|--|
| Improved confidence and engagement – S&L, oral skills | VIP/NIP/Talking Partners | Improved oral skills- vocabulary and key words | Positive impact means we will continue | £3000 |
| Improved confidence and engagement - Mental Health and Wellbeing (resilience), Self esteem, confidence, behaviour and growth mindset | Theraplay/ P4C/ Circle time/ Emotional Literacy Group work | Improved confidence and engagement - Mental Health and Wellbeing (resilience), Self-esteem, confidence, behaviour and growth mindset | Positive impact means we will continue. Expand to use Friends Resilience. | £1,111 – Big Talk P4C course £ Emotional Literacy Courses cost First Aid for mental Health Courses £ Staffing costs TOTAL £5000 |

| | | | | |
|--|----------------|---|---|--|
| Improved communication and engagement – behaviour, health and mental wellbeing | Playpods | Improved communication and engagement – behaviour, health and mental wellbeing | Yes, continue next year. Include KS1 timetabled sessions. | £1,000 – filling £2,500 - staffing TOTAL £5,000 |
| Improved parent/carers engagement - Self -esteem, confidence, behaviour and growth mindset. Improves concentration in lessons. | Breakfast Club | Improved parent/carers engagement – Self-esteem, confidence, behaviour and growth mindset. Improves concentration in lessons. | Yes. Staff ratio to budget for and resources to update/replace. | £5,700 10 children |

| <p>Improved attendance and punctuality Improved attainment and progress Improved parent/carers engagement Improved confidence and engagement</p> | <p>Educational trips and residential</p> | <p>Improved attendance and punctuality Improved attainment and progress Improved parent/carers engagement Improved confidence and engagement</p> <p>Evidence for attainment and progress data.</p> <table border="1" data-bbox="651 352 1447 927"> <thead> <tr> <th data-bbox="651 352 1115 459">KS2</th> <th data-bbox="1115 352 1290 459"><i>Pupils eligible</i></th> <th data-bbox="1290 352 1447 459"><i>Pupils not</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="651 459 1115 523">Reading</td> <td data-bbox="1115 459 1290 523">67%</td> <td data-bbox="1290 459 1447 523">71%</td> </tr> <tr> <td data-bbox="651 523 1115 587">Writing</td> <td data-bbox="1115 523 1290 587">67%</td> <td data-bbox="1290 523 1447 587">76%</td> </tr> <tr> <td data-bbox="651 587 1115 651">Spelling, Punctuation &</td> <td data-bbox="1115 587 1290 651">83%</td> <td data-bbox="1290 587 1447 651">77%</td> </tr> <tr> <td data-bbox="651 651 1115 715">Maths</td> <td data-bbox="1115 651 1290 715">83%</td> <td data-bbox="1290 651 1447 715">75%</td> </tr> <tr> <td data-bbox="651 715 1115 815">Average Scaled Score in Reading & Maths</td> <td data-bbox="1115 715 1290 815">105/107</td> <td data-bbox="1290 715 1447 815">100</td> </tr> <tr> <td data-bbox="651 815 1115 927">Progress - Average Scale Score Reading & Maths</td> <td data-bbox="1115 815 1290 927">+4.7/+0.4</td> <td data-bbox="1290 815 1447 927">0</td> </tr> </tbody> </table> <p>Evidence from provision maps exit data.</p> | KS2 | <i>Pupils eligible</i> | <i>Pupils not</i> | Reading | 67% | 71% | Writing | 67% | 76% | Spelling, Punctuation & | 83% | 77% | Maths | 83% | 75% | Average Scaled Score in Reading & Maths | 105/107 | 100 | Progress - Average Scale Score Reading & Maths | +4.7/+0.4 | 0 | <p>Yes</p> | <p>£2,850 Including uniform</p> |
|--|---|--|------------|------------------------|-------------------|---------|-----|-----|---------|-----|-----|-------------------------|-----|-----|-------|-----|-----|---|---------|-----|--|-----------|---|------------|--|
| KS2 | <i>Pupils eligible</i> | <i>Pupils not</i> | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 67% | 71% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 67% | 76% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling, Punctuation & | 83% | 77% | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 83% | 75% | | | | | | | | | | | | | | | | | | | | | | | |
| Average Scaled Score in Reading & Maths | 105/107 | 100 | | | | | | | | | | | | | | | | | | | | | | | |
| Progress - Average Scale Score Reading & Maths | +4.7/+0.4 | 0 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Improved parent/carers engagement Improved confidence and engagement</p> | <p>Extracurricular activities and clubs</p> | | <p>Yes</p> | <p>£1330</p> | | | | | | | | | | | | | | | | | | | | | |

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|--|--|--|----------------------------|---------------------------------|
| Improved parent/carers engagement Improved confidence and engagement - behaviour, health and mental wellbeing | Learning Mentor | Improved parent/carers engagement Improved confidence and engagement - behaviour, health and mental wellbeing | | £11,725 (2.5 day a week) |
| Improved communication and engagement – behaviour, health and mental wellbeing | HLTA/TA alternative part time bespoke therapeutic curriculum | Yes, criteria met. Very challenging pupils managed to access the curriculum via a bespoke personalised support from HLTA. Impact of HLTA evident on other pupils in school e.g. EAL, SEND and also additional PP. Evidence on provision Maps | Yes, needed for next year. | £10,916 (50% of salary) |
| Improved communication and engagement - <i>Oral language skills-EAL</i> | TA EAL Champions | Improved communication and engagement - <i>Oral language skills-EAL</i> | Yes | £1000 |

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|--|---------------------------------|---|---|--|
| Improved communication and engagement - Attention, focus and ability to stay on task independently | Outdoor Learning Experiences | Improved communication and engagement -Attention, focus and ability to stay on task independently | Yes | £3,000 |
| Improved attainment and progress in Literacy – Reading, comprehension | Quality First Teaching | Development of Quality First Teaching throughout school | Yes. | Staffing cost for covering and monitoring. Staff training/peer mentoring £5,000 |
| 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 |

| | | | | |
|---|--|---|--|---|
| Improved attendance and punctuality | Dialogue/ communication with families/support. Justification and reasoning Learning mentor involvement | Improved parent/carers engagement Improved confidence and engagement - behaviour, health and mental wellbeing. Evidence in attendance Data: Overall absence was 2.9% compared to 3.5% Nationally. Persistence absence at 6.6%, National 10.4% Punctuality –1.4%, 98.6% were punctual FSM last year was 96.1%, Sheffield 94% LAC last year was 96.1%, Sheffield 96.1% | Keep communication line open always with targeted parents, especially PP families. | As above. |
| 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 |
| Physically wellbeing – mental health Improved attendance and punctuality Improved confidence and engagement | Swimming Lessons | Improved confidence and engagement - behaviour, health and mental wellbeing. 25m % Y3 – 80% Y4 – 87% Y5 – 88% Y6 – 90% | Yes continue to target PP children. | Used Sports Premium for this. £5,400 |

8. Additional detail

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

St Marie's Catholic Primary

- An average-sized primary school for children aged 4 to 11
- A wide catchment area, with children admitted from five Catholic parishes across the city