

ST MARIE'S PUPIL PREMIUM STRATEGY STATEMENT 19/20 with review

1. Summary information			
School	St Marie's School, A Catholic Voluntary Academy		
Academic Year	19/20	Date of most recent PP Review	1/10/19
Total number of pupils	243	Date for next internal review of this strategy	10/07/2020
Number of Ever 6 / FSM pupils	16	Ever 6 / FSM 29 pupils x £1320	£21,120
Number of LAC/ FLAC pupils	11	LAC/ FLAC10 pupils x £2,300	£25,300
Total Number of pupils eligible for Pupil Premium	27	Total PP budget	£46,420

2. Current attainment Based on Reception on Entry Data and 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	1 of 4 — 25%	10 of 26 — 39%
Writing Rec	1 of 4 — 25%	13 of 26 — 50%
Maths Rec	2 of 4 — 50%	17 of 26 — 65%
Reading Year 1	0 of 0 — 0%	30 of 30 — 100%
Writing Year 1	0 of 0 — 0%	28 of 30 — 93%
Maths Year 1	0 of 0 — 0%	29 of 30 — 97%
Reading Year 2	0 of 3 — 0%	22 of 27 — 81%
Writing Year 2	0 of 3 — 0%	24 of 27 — 89%

2. Current attainment Based on Reception on Entry Data and 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	0 of 3 — 0%	20 of 27 — 74%
Reading Year 3	2 of 2 — 100%	19 of 30 — 63%
Writing Year 3	0 of 2 — 0%	21 of 30 — 70%
Maths Year 3	1 of 2 — 50%	21 of 30 — 70%
Reading Year 4	2 of 3 — 67%	25 of 28 — 89%
Writing Year 4	1 of 3 — 33%	24 of 28 — 85%
Maths Year 4	2 of 3 — 67%	26 of 28 — 93%
Reading Year 5	5 of 7 — 71%	46 of 53 — 87%
Writing Year 5	3 of 7 — 43%	44 of 53 — 83%
Maths Year 5	4 of 7 — 57%	45 of 53 — 85%
Reading Year 6	1 of 1 — 100%	21 of 29 — 72%
Writing Year 6	0 of 1 — 0%	20 of 29 — 69%
Maths Year 6	1 of 1 — 100%	22 of 29 — 76%

3. Previous attainment 2018-2019		
KS2	<i>Pupils eligible for PP (St Marie's)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	80%	76%
Writing	60%	81%
Spelling, Punctuation & Grammar	70%	81%

Maths	70%	82%
Average Scaled Score in Reading & Maths	108/103	105
Progress - Average Scale Score Reading & Maths	+0.5/-3.59	0
Previous attainment 2017-2018		
Reading	88%	80%
Writing	78%	83%
Spelling, Punctuation & Grammar	89%	82%
Maths	89%	81%
Average Scaled Score in Reading & Maths	106/106	100
Progress - Average Scale Score Reading & Maths	+1.48/+2.62	0
Previous attainment 2016-2017		
KS2	<i>Pupils eligible for PP (St Marie's)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	80%	77%
Writing	80%	81%
Spelling, Punctuation & Grammar	100%	82%
Maths	100%	80%
Average Scaled Score in Reading & Maths	106/107	100
Progress - Average Scale Score Reading & Maths	+3.41/+3.61	0
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.	Some children have multiple, overlapping, needs that impact on their learning
B.	Self-esteem, confidence and emotional regulation
C.	Emotional and Social difficulties experienced by some of the children, leading to difficulties in maintaining focus on learning - Health and Mental Wellbeing of pupils
D.	Poor working memory
E.	Poor oral language skills
F.	Speech and Language
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Health and Mental Wellbeing of parents
I.	Low attendance /punctuality
J.	Poor home learning environment
K.	Lack of parental confidence in supporting children's learning
L.	Some families have multiple, overlapping, needs that impact on children's learning
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria

A. Improved attendance and punctuality

Attendance and punctuality daily checks carried out by office staff/HT.

Regular meetings with Business Manager and HT/ contact with the attendance officer if required. Reported to Governors.

Phone calls and letters to parents of children who have poor punctuality and attendance.

We encourage our children to take part in many extracurricular activities. This is monitored by staff to see how many of our PP children access these and PP are targeted.

Activities are offered at reduced prices. We encourage our parents to request help towards the costs of visits and trips. Financial support is offered for other activities, based on pupil's stated interests, and family financial hardship.

Attendance

	NOR	%
St Maries RC P	241	97.2
Sheffield	39183	95.6

Persistent absence

	NOR	%
St Maries RC P	6	2.5
Sheffield	4022	10.3

Attendance Target to main it above 97.2% and to keep persistent absences below 3%.

PP attendance 95.6% target is to bring this in line with other children 97.2

18/19 -100% of PP took part in a least 1 extra-curricular activity. School average was 5 activities per child; 63% of PP children achieved this. **Target for 19/20 - 65%+ of PP children involved in 5+ activities.**

<p>B. Improved attainment and progress</p>	<p>Each PP child will be continually assessed and receive provision according to need with a focus on LEXIA.</p> <p>Lexia Lead will monitor these pupils on a weekly basis.</p> <p>Disadvantaged Pupils Lead, HT and class teacher will assess and review each child each half term.</p> <p>Following identification in screening any PP child will be tracked on a provision map in their area of need.</p> <p>All other pupils will be monitored within the classroom setting. TA will feedback to the class teacher any areas of difficulty so this can be addressed in class.</p>	<p>All PP pupils to make attainment and progress in relation to national averages and school average in non-tested year groups with Teacher Assessment.</p> <p>2 PP in Year 2 to make progress as measured against the 'Boxhall Profile/Locke and Beech'</p> <p>2 PP in Y3 to make expected standard in R,W & M</p> <p>2/3 PP in Y4 to make expected standard in R,W & M</p> <p>5/7 PP in Y5 to make expected standard in R,W & M</p> <p>1 PP in Y6 to make expected standard in R,W & M</p> <p>Over 35% of PP children currently working below in Reading and Comprehension.</p> <p>19/20 Target for LEXIA and Reading Comprehension – 11 out of 14 PP on track or above.</p>
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<p>C. Improved social and emotional support for the school community</p>	<p>Signpost in place for pastoral support – Hallam Caring Services and other support. SENCo to Boxhall Profile children who may have social and emotional development needs. Friendship Resilience Groups and other therapeutic Interventions in place.</p> <p>Teachers highlight children in need of this support at Pupil Progress Meetings.</p> <p>Children accessing nurture provision 3 times a week.</p> <p>Half termly meetings by the Pastoral Team to discuss children who have been identified as needing support, by their class teachers including CPOMS.</p> <p>Supervision of staff involved to be implemented after due consideration for what this might involve.</p>	<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> <p>Feedback from children, parents and staff is positive. Easy access to intervention within school – all staff using our Initial Concern form, if they wish to refer a child to the Pastoral Team.</p> <p>Pupils, Pastoral Team and/or adult leading the intervention report improved self-esteem, resilience and confidence.</p> <p>Boxhall Profiles at exit show improvements in targeted areas from entry point. Evidence recorded in provision maps.</p>
<p>D. Improved support for carers and families</p>	<p>Access to workshops or MAST. Good communication between external services and school via our MAST School link worker.</p> <p>From Autumn 2019, Healthy Minds focus groups with children who may wish to access this in school. Healthy Minds Champions identified across the school.</p> <p>Many opportunities for parents to come to school as volunteers and on school trips and extracurricular events.</p> <p>Parent Support Group established</p>	<p>Relationships with families and carers improved over the year. Parent survey in Summer 1 term.</p> <p>Increased % of families engaging in workshops.</p> <p>Multi Agency meetings attended by a member of the SLT and reported back to class teacher.</p> <p>Healthy Minds Champions successfully working across the school to lead and improve support.</p> <p>Coffee mornings in place each half term, for any parents to access support and facilitate discussions.</p>

6. Planned expenditure					
Academic year		19/20			
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	Lexia Core 5 Intervention – focus in Literacy – Reading, spelling, fluency and reading comprehension	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 Team, including Lexia Champion 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). Additional sessions available for parents. Follow up material to support will be sent home. Engagement with Lexia programme at home.	NM/JF/MF	Usage weekly. Half termly reviewed. Pupil Progress Meetings 3 times a year. Purchase Cost - £1,300 - £4,100 staffing as lead; £3,500 additional TA time in interventions;

Improved attainment and progress	VIP/NIP	<p>On entry Language 19/20 screening in EYFS shows weakness in S&L, vocabulary and comprehension skills.</p> <p>High % of EAL in Reception – 14/30 children – 47%</p>	<p>Weekly timetabled and provision mapping (entry and exit data).</p> <p>EAL Champion to explore with Sheffield EAL Team / ESCAL and put required EAL resources and provision into place.</p>	MF/JF/TA3	<p>Termly provision mapping reviews and regular TA to teacher's feedback. Pupil Progress Meetings 3 times a year.</p> <p>£4,100 additional TA time in Interventions.</p>
Improved social and emotional support for the school community	Theraplay/P4C / Emotional Literacy Friends Resilience/ horse riding/Alternative Provision	<p>Hope Attachment advice and research of working with vulnerable children and families.</p> <p>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>Discussions with all teachers to identify PPs in their class.</p> <p>Liaise with staff to identify pupils who need 1:1 mentoring and support.</p> <p>Timetabled</p> <p>Provision map</p> <p>CPOMS</p> <p>Parental and Pupil feedback</p> <p>Big Talk – RSE</p> <p>Healthy Minds Activities in the classroom</p> <p>Alternative provision at Bumble Bees</p>	JF/MF/Teachers/TAs	<p>Termly.</p> <p>£4,100 +£2050 TA time</p> <p>Big Talk £1,300</p> <p>Bumble Bees AP - £2500</p>

Physically wellbeing – Improved social and emotional support for the school community	Swimming Lessons	Enhance physical well-being Provide opportunities to learn to swim and enjoy swimming that may not be available with parents. Life skills.	Timetabled across KS2 classes and PP in KS1 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.	AW	Termly – Staffing costs only to help with additional PP children – 36 weeks cover - £4100 cover costs.
Improved social and emotional support for the school community	Breakfast Club; Structured Conversations 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. Reduces hyperactivity and ensure a healthy breakfast. OSTED Pupil Premium Report – structured conversations with parents have an important and specific role in supporting pupils’ academic and personal development.	Pastoral team (DHT, HT, Hallam Caring Services) - 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 – staffing and cost of clubs - £7500 Cost of Hallam Caring Services/additional staffing - £3500

<p>Improved social and emotional support for the school community</p>	<p>Healthy Minds Project - Spring 2019</p>	<p>The mental health of children and young people, specifically that they have the resilience and support to flourish in the modern world, is a priority for Learn Sheffield. It is a key aspect of the readiness theme in the Sheffield Priorities as well as a focus for local and central government. It is also a school focus.</p>	<p>Healthy Minds Project (February 2019 - February 2020) Continuation of training for all school staff on the fundamentals of young people's mental health and the implications for learning. A Healthy Minds exit survey to be offered to students, parents/carers and staff to find the impact of the project at St Marie's.</p> <p>Healthy Minds champions have an impact on improved communication in relation to emotional wellbeing.</p>	<p>MF/JF/ Whole School</p>	<p>Ongoing. Predicted Costs to cover additional staff sessions and CPD - £1200 (Healthy Minds INSET)</p>
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<p>Improved attainment and progress – behaviour, health and mental wellbeing</p>	<p>Nurture Provision</p>	<p>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 excursions</p>	<p>Timetable and provision co-ordinated with SENCO. Planning time. Discussions with all teachers to identify PPs in their class who need this type of support. Timetabled provision mapped out using Provision map CPOMS evidence Parental feed and Pupil back</p>	<p>MF/HT</p>	<p>Half termly HLTA/TA3 costs £9884 including additional 1 to 1 in 'crisis' situations</p>
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Improved social and emotional support for the school community	Educational trips and residential Music lessons	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.	<p>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.</p> <p>Subsidised/free Breakfast club- improving attendance and punctuality & improving outcomes for pupils.</p> <p>Music tuition-PP pupils are able to learn a musical instrument through subsidised SMH lessons.</p> <p>Uniform costs as required.</p> <p>We encourage our children to take part in many extracurricular activities. This is monitored by staff to see how many of our PP children access these and PP are targeted.</p> <p>Activities are offered at reduced prices. We encourage our parents to request help towards the costs of visits and trips. Financial support is offered for other activities, based on pupil's stated interests, and family financial hardship.</p>	JF/MF/L H/JJ	Weekly. £5,000 to cover costs
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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	Attendance at school is related to performance (Taylor 201) NFER	Attendance and punctuality daily checks carried out by office staff/HT. Meetings with Business Manager and HT every half term. Contact the attendance officer if required. Phone calls and letters to parents of children who have poor punctuality and attendance.	LH/JF/M F	Daily by office staff; Every half term attendance meeting; Reported to Governors
Total budgeted cost					£54,134

7. Review of expenditure																																
Previous Academic Year		18/19																														
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)	Cost																												
Improved attainment and progress in Literacy – Reading, comprehension	Lexia Core 5 Intervention	<p>110 licences used last year. Impact seen across all KS1 and KS2 year groups. Y1 phonics 93% pass rate. Lexia was used successfully as one of the interventions by the class teachers.</p> <p>Have introduced Lexia on the Ipads 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>75%</td> <td>71%</td> <td>67%</td> </tr> <tr> <td>GDS</td> <td>25%</td> <td>25%</td> <td>30%</td> </tr> <tr> <th>KS2</th> <th>National</th> <th>Sheffield</th> <th>St Marie's</th> </tr> <tr> <td>EXS</td> <td>73%</td> <td>71%</td> <td>93%</td> </tr> <tr> <td>HS</td> <td>27%</td> <td>26%</td> <td>43%</td> </tr> <tr> <td>Y1 Phonics</td> <td>78%</td> <td>82%</td> <td>93%</td> </tr> </tbody> </table>	KS1	National	Sheffield	St Marie's	EXS	75%	71%	67%	GDS	25%	25%	30%	KS2	National	Sheffield	St Marie's	EXS	73%	71%	93%	HS	27%	26%	43%	Y1 Phonics	78%	82%	93%	<p>Will continue to use and monitor impact.</p> <p>Lexia Champion needs appointing to monitor usage and support children.</p> <p>Continue to use as tool during pupil progress meetings.</p> <p>Lexia certs to give out during assemblies.</p>	<p>Cost - £3,800 Purchase; £7,500 staffing; £500 Management; £3,500 additional TA time in interventions; £4,300 SENCO leadership 0.5 day per week</p>
KS1	National	Sheffield	St Marie's																													
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<p>Improved confidence and engagement – S&L, oral skills</p>	<p>VIP/NIP/Talking Partners/Leap</p>	<p>On entry Language 18/19 screening in EYFS once again showed weakness in S&L, vocabulary and comprehension skills. This is linked to LEXIA.</p> <p>EOY data show good improvement as seen on provision maps with entry and exit data.</p> <p>EYFS - All pupils (100%) made expected level in Listening and attention 21% were above - 38% below on entry.</p> <p>Understanding – EOY 93% at or above with 24% above.</p> <p>Speaking – EOY 97% at or above with 21% above - 55% below on entry.</p>  <table border="1"> <caption>Performance Data from Provision Maps</caption> <thead> <tr> <th>Category</th> <th>Above (%)</th> <th>Expected (%)</th> <th>Below (%)</th> </tr> </thead> <tbody> <tr> <td>Listening & attention</td> <td>21%</td> <td>79%</td> <td>0%</td> </tr> <tr> <td>Understanding</td> <td>24%</td> <td>69%</td> <td>7%</td> </tr> <tr> <td>Speaking</td> <td>21%</td> <td>76%</td> <td>3%</td> </tr> </tbody> </table>	Category	Above (%)	Expected (%)	Below (%)	Listening & attention	21%	79%	0%	Understanding	24%	69%	7%	Speaking	21%	76%	3%	<p>Positive impact means we will continue. Continue to timetable weekly and monitor impact on Provision.</p> <p>Talking partners and Leap will not be done next year. Maps and PP meetings.</p>	<p>£500 Management; £3,500 additional TA time in interventions; £4,300 SENCO leadership 0.5 day per week</p>
Category	Above (%)	Expected (%)	Below (%)																	
Listening & attention	21%	79%	0%																	
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Improved social and emotional support for the school community	Theraplay/ P4C/ Circle time/ Emotional Literacy Friends Resilience	Improved confidence and engagement - Mental Health and Wellbeing (resilience), Self-esteem, confidence and behaviour. Impact seen in provision maps and during Pupil Progress meetings with class teachers. Interventions tracked in Provision Maps – exit data showing impact. Big Talk pupil and teacher feedback very good.	Positive impact means we will continue. Expand to Healthy Minds Project in 2019.2020. Healthy Minds Action plan.	Termly. £1,000 TA time in Training £1,700 DHT time in training Big Talk £1200
Physically wellbeing – mental health Improved attendance & punctuality Improved confidence & engagement	Swimming Lessons	Y6 Swimming data: 97% (58/60) - 2018/19 9 non swimmers attended extra swimming lessons in Summer 2. 7 of these children can now swim 25m. 1 can swim 10m and 1 child is unable to swim unaided. Improved confidence and engagement - behaviour, health and mental wellbeing.	Continue to target PP children	PE Premium used for this £3600; staffing costs only to help with additional PP children–36 weeks £7000 cover costs.

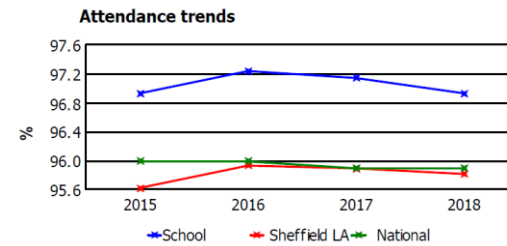
Improved support for parent/carers	Breakfast Club Learning Mentor Structured Conversations Attendance and Punctuality checks After School Club	<p>Pastoral team (DHT, HT, and Hallam Caring Services) have provided support for pupils with social, behavioural, emotional, attendance and punctuality needs.</p> <p>The following have taken place:</p> <p>Structured conversations- targeted pupils and their families have structured conversations to provide support with social, behavioural, emotional, attendance and punctuality needs.</p> <p>Parents in school- promoting parent school partnerships by inviting parents to work in school alongside their child/ren.</p> <p>ASC/Breakfast Club - funding pupil premium places for targeted families. Juliette Barrott from Hallam Caring Services carried out counselling as required – Evidence on CPOMS and feedback from Juliette.</p>	Continue this support for families. Use Hallam Caring Services in 19.20.	Termly – staffing and cost of clubs - £7500 Cost of Hallam Caring Services/additional staffing - £4,000
Improved support for parent/carers and families	Healthy Minds Project	<p>Healthy Minds Project started (February 2019 - February 2020) with 2 members of staff identified as Healthy Minds Champions, in addition to SENCO.</p> <p>The following carried out:</p> <p>Training for all school staff on the fundamentals of young people’s mental health and the implications for learning.</p> <p>A Healthy Minds survey carried out.</p> <p>Action plan based on the Healthy Minds survey completed.</p> <p>Engage student voice through the development of Healthy Minds champions.</p> <p>Healthy Minds lessons taking place weekly as part of the PPA time on a Thursday delivered by SLT.</p>	Continue the Healthy Minds Projects to Spring 2020 and beyond.	Ongoing. Predicted Costs to cover additional staff sessions and CPD - £3000

Improved communication and engagement – behaviour, health and mental wellbeing	HLTA/TA alternative part time bespoke therapeutic curriculum	Yes, criteria met. PP and challenging pupils managed to access the curriculum via a bespoke personalised support. Impact of support evident on other pupils in school e.g. EAL, SEND and also additional PP. Evidence on CPOMS, provision Maps and during Pupil Progress meetings, pupil voice and with class teachers.	Yes, needed in 19.20.	Half termly HLTA/TA3 costs £14,000 including additional 1 to 1 in 'crisis' situations
Improved social and emotional support for the school community	Educational trips and residential Music lessons	<p>Pupil premium pupils to attend extra-curricular club/s- extending school hours- developing talent and aspiration.</p> <p>Subsidised/free Breakfast club- improving attendance and punctuality &improving outcomes for pupils.</p> <p>Music tuition-PP pupils are able to learn a musical instrument through subsidised SMH lessons.</p> <p>Uniform costs as required.</p> <p>We encouraged our children to take part in many extracurricular activities. This was monitored by staff to see how many of our PP children access these and PP are targeted. Every PP child attended at least 1 event with 130 events and trips attended in total. Many of these were subsidised by PP £.</p> <p>Activities were offered at reduced prices. We encouraged our parents to request help towards the costs of visits and trips.</p> <p>Financial support was offered for other activities, based on pupil's stated interests, and family financial hardship.</p>	Yes continue to monitor and use funding for these opportunities.	Weekly. £1,000 management £5,000 to cover costs

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:



	2015	2016	2017	2018
School	96.9	97.2	97.2	96.9
Sheffield LA	95.6	95.9	95.9	95.8
National	96.0	96.0	95.9	95.9

Persistence absence 3.0% compared to 10% in Sheffield, 8.7% Nationally

Attendance by Pupil Premium eligibility

	St Maries RC P		Sheffield	
PP	NOR	%	NOR	%
PP	27	95.6	10997	94.0

Continue communication with targeted parents, especially PP families. Ensure this is done in a bespoke and personal way with meeting and letters to targeted families as part of a half termly attendance meeting.

None.