# Pupil Premium Strategy Statement St Margaret’s Catholic Voluntary Academy

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| 1. **Summary information** | | | | | |
| **School: St Margaret’s** |  | | | | |
| **Academic Year 2018-19** |  | **Total PP budget** | £17,160 | **Date of most recent PP Review** | 01/19 |
| **Total number of pupils** | 20 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | July 19 |

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| 1. **Current attainment (data from July 2017 end of KS2 = 8 pupils)** | | | | | |
|  | | | *Pupils eligible for PP (school)* | | *Pupils not eligible for PP (School )* |
| **% achieving expected or above in RWM** | | | 17% | | *50%* |
| **% making progress at least in line with national (Zero score) in reading** | | | 33% | | 100% |
| **% making progress at least in line with national (Zero score) in writing** | | | 17% | | 100% |
| **% making progress at least in line with national (Zero score) in maths** | | | 17% | | 50% |
| 1. **Barriers to future attainment (for pupils eligible for PP across the school)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Progress in oral language skills/phonics is slower for PP than other pupils | | | |
|  | | Self-esteem and confidence can slow progress | | | |
| **C.** | | Progress with mastery of basic maths skills is slower for some PP pupils compared with other pupils. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance and punctuality of PP pupils is slightly below the same as for all pupils | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Improve oral language skills for pupils eligible for PP | | | PP pupils meet expectations.  make good progress by the ehnd of the year so tha they all meet age realted expectiations. | |
|  | All PP pupils make the same phonics/writing progress as all pupils | | | Good progress for all pupils | |
|  | All PP pupils make the same progress in maths as all pupils. | | | Good maths progress for all. | |
|  | Increased attendance for parents of PP pupils at parent info evenings/structured conversations | | | Greater parent participation | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-19** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| Improve oral language skills | Extra TA to support groups in class | | Wide level of ability and high proportion of PP premium in Key Stage 1. | Regular review of programme with staff / continuous assessment/ Review groupings proprogreprogress | Head teacher  EYFS teacher | January 2019  June 2019 |
| Increase rates of progress: phonics/writing | Additional TA groups lead by Additional TA | | All TA staff are trained and experienced in delivery of the phonics programme. | Regular review of programme, monitoring of pupil progress | RWI lead/ Head | |  |  | | --- | --- | | January 2019  June 2019 | January 2017  May 2017 | |
| Increase rates of progress; basic maths | TA timetabled to deliver ‘Impact’ (1;1 sessions) | | TA and staff experienced in working with class teachers to support target groups | Regular review of pupil progress through testing/moderation of work. | Maths coordinator | January 2019  June 2019 |
| **Total budgeted cost** | | | | | | £19,000 |
| 1. **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?** |
| Improve writing outcomes | Additional writing groups | | Some pupils need additional opportunities to write. | Timetabled delivery of the programme. Monitoring progress  discussions | Head  Class teacher | January 2019  June 2019 |
| Increase rates of progress: phonics/writing | Read/Write Inc programme groups | | All staff experienced in delivery of the programme with excellent results | Timetabled delivery of the programme. Monitoring progress | Head  Class teachers | January 2019  June 2019 |
| Increase rates of progress; basic maths | Additional classroom TA support; ‘Impact’ | | Staff and TAs work closely, know the target groups. Past successes. | Timetabled delivery of the programme. Monitoring progress | Maths coordinator | January 2019  June 2019 |
| 1:1 for target PP pupils in writing and maths | IMPACT | | PP pupils sometimes lack confidence and require 1:support in specific areas | Monitoring by class teachers | HT | June 2019 |
| **Total budgeted cost** | | | | | | £19,000 |
| 1. **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?** |
| Increase self-belief and team work | Residential/ School trips paid for. | | Self-belief leads to children accomplishing more. trips and re | PP children paid for on trips and residentials | Head teacher | January 2019  June 2019 |
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| **Total budgeted cost** | | | | | | £1000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18** | | |
| 1. **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** |
| Support for targeted pupils in KS2. | Interventions by TA supporting PP children. | Informed pupil progress meetings. Results in reading improved.  TA worked with children to raise self-esteem and progress of pupils. | We will continue with smaller groups which meet the needs of specific children’s needs. | TA cost £9,500 |
| TA support in KS1 | TA working with phonics group and PP in class. | The three groups had more targeted support and made good progress in EYFS and Year 1 against their targets. | The specific group of children highlighted made good progress. This will need to be addressed as they move through the school. | £9,500 |
| 1. **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** |
| Tracking venerable groups. | Tracking progress half termly with O track. Staff meetings/ Inset days/ pupil progress meetings that involved everyone in school. | Staff aware of specific groups. Children being given correct interventions. The support given was changed each term to meet specific needs. This involved all staff and TAs tracked and were able to prove the progress of groups of children. | The progress of groups of children is a whole school concern. Everyone had ownership on how time was used and this ensured all TA time was valuable . | £400 |
| 1. **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** |
| More visits/trips for target pupils- | Each class to go on a visit each term minimum. Residential for Y5/6 yearly. PP children it partially paid for. | Pupils responded really well and enjoyed the extra visits. Their self-esteem was raised. Team work has improved. A higher % children/families sending children on these trips. | This helped to increase the PP children going on trips. We will pay for the whole trip next year. | £600 |
| To raise the attendance of PP children. | It had been highlighted that many persistant low attendance was linked to PP children. This was looked at o a weekly basis. All staff aware. Parents spoken to daily if needed/ letters sent/ meetings with parents took place. | Attendance of specific children was raised especially in the third term due to implementations put in place. | Strategies worked and these will continue with these children to ensure that attendance stays in line with National averages next academic year. | N/A |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |