**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | St Adrian’s Catholic Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £22,440 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 233 | **Number of pupils eligible for PP** | 17 (7.3%) | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Current attainment** | | | |
|  | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | 86% (6/7 pupils) | *70%* |
| **% making expected progress in reading (as measured in the school)** | | 86% (6/7 pupils) | 80% |
| **% making expected progress in writing (as measured in the school)** | | 86% (6/7 pupils) | 83% |
| **% making expected progress in mathematics (as measured in the school)** | | 86% (6/7 pupils) | 81% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **Academic barriers** | | | |
|  | PPG pupils have a lower baseline on entry. St Adrian’s Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations. | | |
|  | Some pupils have multi-complex additional needs e.g. SEND | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | Lower attendance amongst the PPG cohort than non PPG | | |
| **D.** | Due to other constraints, education is a low priority within the family setting. | | |

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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | **Success criteria** |
|  | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils. | The difference between reading, writing and maths attainment of PP and others will be diminished. |
|  | Ensure that PPG pupils on the SEND register receive high quality teaching and support in the classroom in addition to detailed planned SEND support. | PPG pupils on the SEND register will make at least expected progress from their starting points. |
|  | Improve attendance for our PPG pupils to reach at least national average. | Attendance for the children is in line with national at 96%.  Overall PPG attendance improves from 93% to 96% in line with ’other’ pupils |
|  | Education is a seen as a high priority within the family setting. | PPG families work in partnership with the school to support PPG pupils with their learning.  Daily reading and homework completed. |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-2018** | | |
| **Priority last year was to increase the number of children working at expected or above in reading, writing and maths in all year groups, and to accelerate individual pupils’ progress in reading, writing and maths, with particular attention to increasing the number of eligible Pupil Premium children meeting expectations.** | | | | |
| **Action** | **Intended outcome** | **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** |
| Split classes for English and maths across KS2 | Pupils are at age related expectations at end of KS2 | 86% of PPG pupils working at age related expectation+ at the end of KS2 (6 out of 7 pupils) | Continue with this approach | £22,500 |
| Booster sessions | Targeted support outside of normal classroom teaching | Reading, writing and mathematics outcomes have improved for PPG across whole school | Continue with this approach | £10,000 |
| 1. **Other approaches – to provide opportunities for PPG children to access the wider curriculum including extra-curricular activities** | | | | |
| **Action** | **Intended outcome** | **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** |
| Music lessons, swimming, after school clubs, trips and lunches financially supported | Provide opportunities that are available to others | To deliver a broad and rich experience of school life | Continue with this approach | £1,220 |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2018-2019** | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| **Quality of teaching for all** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| Prioritise consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils by extending split/small class sizes across Y1 – Y6 | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. | | To continue to diminish the differences between PPG and other children nationally as evidenced by the success of the programme in 2017-18 | By completing the following actions:   * Areas for development will be identified by the class teacher * Assessment outcomes will be accurate and swiftly addressed. * Key Skills will be addressed. * Developing spelling and mathematical fluency will be addressed. | DHT Leader as PPG leader | July 2019 |
| **Total budgeted cost**: £16,000 | | | | | | |
| **Targeted support** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| Provide targeted ‘booster’ support to PPG pupils including EYFS | Pupils’ attainment is in-line with age related expectations in reading, writing and maths. | | To continue to diminish the differences between PPG and other children nationally as evidenced by the success of the programme in 2017-18 | By completing the following actions:   * Areas for development will be identified by the class teacher * Assessment outcomes will be accurate and swiftly addressed. * Key Skills will be addressed. * Developing spelling and mathematical fluency will be addressed. | DHT Leader as PPG leader | July 2019 |
| **Total budgeted cost:** £ 5,440  In excess of £20,000 | | | | | | |

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| **Other approaches** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Monitor closely the attendance of PPG children and take swift action to address absenteeism | Improve pupils’ attendance (focus FSM pupils) | FSM attendance was below others in 2017-2018 | Implement new reward system for improving pupils’ attendance  Track attendance half termly and issue attendance certificates  Meet with targeted families and implement strategies to improve attendance and punctuality | PPG Leader | July 2019 |
| Provide opportunities that are available to others | Music lessons, swimming, after school clubs, trips and lunches financially supported | Due to other constraints, education is often a low priority within the PPG family setting. This allows pupils the opportunity to see the advantage of a broad education | To deliver a broad and rich experience of school life | PPG Leader | July 2019 |
| **Total budgeted cost:** £1,000 | | | | | |