

Pupil premium strategy statement

1. Summary information					
School	St George and St Martin Catholic Academy				
Academic Year	2017/18	Total PP budget	£51880		
Total number of pupils	243	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
KS1	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
	(3 ch)	(27 ch)
% achieving EXS or above in reading, writing and maths	33%	74%
% achieving EXS or above in reading	33%	82%
% achieving EXS or above in writing	33%	74%
% achieving EXS or above in maths	33%	82%
KS2	(7 ch)	(23 ch)
% achieving EXS or above in reading, writing and maths	57%	78%
% achieving EXS or above in reading	71%	96%
% achieving EXS or above in writing	71%	83%
% achieving EXS or above in maths	57%	91%
<u>Progress (Awaiting data)</u>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Reading		
Rank		
%EXS		
Diff (pupils)		
%GDS		
Diff (pupils)		
Writing		
Rank		
%EXS		

Diff (pupils)		
%GDS		
Diff (pupils)		
Maths		
Rank		
%EXS		
Diff (pupils)		
%GDS		
Diff (pupils)		
RWM		
%EXS		
Diff (pupils)		
%GDS		
Diff (pupils)		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Significantly low attainment on entry to Nursery. This slows progress in subsequent years
B.	% of PP children achieving GLD in Reception lower than non-PP children, so need to accelerate their progress in Key Stage 1
C.	% of PP children who did not meet the expected standard in Key Stage 1 lower than non-PP children, so need to accelerate their progress in Key Stage 2
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Low aspirations and expectations of what children could achieve
E.	Experiences outside of school

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in the Early Years are making rapid progress so that more achieve GLD
B.	PP children who did not achieve GLD accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 1	Pupils eligible for PP in Key Stage 1 are making rapid progress so that more achieve the expected standard at the end of Key Stage 1
C.	PP children who did not meet the expected standard in Key Stage 1 accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 2	Pupils eligible for PP in Key Stage 2 are making rapid progress so that more achieve the expected standard at the end of Key Stage 2

D.	High aspirations and expectations in place for all children.	All children have an understanding that they can achieve their full potential.
E.	Children have a wide variety of experiences in school.	The experiences that children have give them a wider understanding of the world.

5. Planned expenditure					
Academic year		2016/17			
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	Review
A. Improve oral language skills for pupils eligible for PP children in Nursery and Reception	Nuffield Early Language Early Talk Boost Additional adult support	Language needs to be developed before children can develop other areas. Nuffield Early Language, and Early Talk Boost are interventions that will accelerate children's language.	SENCO to liaise with staff delivering interventions and monitor these regularly	LH DF	July 2018
B. PP children who did not achieve GLD accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 1	Raising standards of teaching through supportive planning Classteachers closely tracking PP children	Supportive planning enables teachers to share ideas for lessons, see each other teach and then reflect on this together. Classteachers use ongoing assessments to address underperformance quickly and out necessary strategies in place.	Regular monitoring of lessons, plans, books and data. Termly supportive planning.	DF	July 2018
C. PP children who did not meet the expected standard in Key Stage 1 accelerate their progress so that more PP	Raise standards of teaching through supportive planning Classteachers closely tracking PP children	Supportive planning enables teachers to share ideas for lessons, see each other teach and then reflect on this together. Classteachers use ongoing assessments to address underperformance quickly and out necessary strategies in place.	Regular monitoring of lessons, plans, books and data. Termly supportive planning.	DF	July 2018

children achieve the expected standard at the end of Key Stage 2					
Total budgeted cost					£0

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve oral language skills for pupils eligible for PP children in Nursery and Reception	Nuffield Early Language Early Talk Boost Additional adult support	Targeted support for PP children in areas of need through use of additional adults in Nursery and Reception.	Timetable for PP children to have additional support in their areas of need.	LH	July 2018
B. PP children who did not achieve GLD accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 1	Additional support for all PP children in Key Stage 1 through the use of an experienced Learning Support Practitioner	Children will be in small groups having targeted intervention depending on their individual needs and gaps in learning. Within these groups there may also be non-PP children who have similar needs to PP children.	Classteachers will liaise with LSP weekly to discuss individual children's needs. Vice principal to oversee provision for PP children in Key Stage 1.	LH	July 2018

C. PP children who did not meet the expected standard in Key Stage 1 accelerate their progress so that more PP children achieve the expected standard at the end of Key Stage 2	Additional support for all PP children in Key Stage 2 through the use of experienced Learning Support Practitioners and teacher	Children in Years 2 and 6 will have small group support with an experienced teacher. Children in Years 3, 4 and 5 will have small group support with experienced Learning Support Practitioners. Within these groups there may also be non-PP children who have similar needs to PP children. Beanstalk volunteers to read with PP children twice per week	Classteachers will liaise with teacher and Learning Support Practitioners weekly to discuss individual children's needs. Vice Principal to oversee provision for PP children in Key Stage 2.	LH	July 2018
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Total budgeted cost					£46657
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iii. Other approaches

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
D. High aspirations and expectations in place for all children.	All children are given the same message by all staff that they can do it. Targets for children are always aspirational.	By raising expectations and aspirations, children will work to reach the expectations.	DF monitor language used by staff around children through learning walks and day-to-day.	DF	July 2018
E. Children have a wide variety of experiences in school.	Ensure children experience a visit each term. Opportunity to learn an instrument at no charge	Being involved in visits allows the children to experience activities they may not normally.	Principal monitor termly visits.	DF	July 2018

Total budgeted cost					£5223
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6. Additional detail