



Pupil premium strategy statement:

1. Summary information					
School	St Vincent de Paul Catholic Primary School				
Academic Year	2016/17	Total PP budget	£110,880	Date of most recent PP Review	July 2016
Total number of pupils	216	Number of pupils eligible for PP	84	Date for next internal review of this strategy	July 2017

2. Current attainment			
KS1 Attainment for: 2015-2016	<i>Pupils eligible for PP (13)</i>	<i>Pupils not eligible for PP (16)</i>	<i>National 'others' not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	62% / 8%	56% / 13%	60% / 9%
% achieving expected standard or above in reading	77% / 8%	75% / 46%	74% / 24%
% achieving expected standard or above in writing	62% / 8%	63% / 25%	65% / 13%
% achieving expected standard or above in maths	69% / 8%	81% / 31%	73% / 18%
KS2 Attainment for: 2015-2016	<i>Pupils eligible for PP (16)</i>	<i>Pupils not eligible for PP (15)</i>	<i>National 'others' not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	56% / 0%	80% / 13%	52% / 5%
% achieving expected standard or above in reading	75% / 0%	93% / 13%	66% / 19%
% achieving expected standard or above in writing	69% / 19%	87% / 20%	73% / 14%
% achieving expected standard or above in maths	94% / 19%	87% / 53%	70% / 17%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional intelligence
B.	Poor oral language
C.	Low expectations/self-worth
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support systems at home, both academic and nurturing; specific to all abilities including our highest attainers

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have high aspirations, understanding that by fulfilling the mission statement they can achieve their dreams and ambitions	Children begin to consider their future careers They talk positively about what they aspire to do Children are aspirational, taking ownership of the school mission statement 'Serving with Love, Striving for Excellence'.
B.	Children make expected or better progress through the curriculum. They talk with enthusiasm about their education and leave St Vincent's 'secondary ready' with an outstanding attitude to learning.	Children talk about their education with enthusiasm Children talk about academic goals with excitement displaying a 'growth mindset' Children speak ambitiously about their future at Secondary school.
C.	PP children's high order, critical thinking skills in reading improves in line with non-pp children.	PP children demonstrate a greater understanding of what an author is inferring PP children become 'story detectives' Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
D.	PP children are afforded the same enrichment opportunities that their peers are exposed to (cultural visits, holidays, clubs/hobbies)	PP children have access to targeted experiences both educational and 'for fun'. PP children access the wide range of extra-curricular sporting activities

5. Planned expenditure

Academic year

2016/17

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 'first teaching'.

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?
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings (termly) will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Lesson observations, learning walk, lesson study and coaching sessions focus on teachers skilfully maximising the children's potential via inspiring teaching. Should children require intervention our HLTA & LSA's are employed in the afternoons to carry out intervention programmes. Evaluations of the brought in services such as Liverpool Compact, The Fiver Challenge etc	Mr Vasco/ Mrs O'Keefe	July 2017
PP children's reading improves in line with non-pp children	Teachers to model 'best practice' based upon current research which teaches high order critical thinking skills such as inference. Reading recovery teacher to be trained. One to one phonics sessions for those who need it. Books will be celebrated and enjoyed in school via the new library area.	Reading recovery: Children meet individually for 30 minutes daily with a specially trained teacher for an average of 12–20 weeks. During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in the regular program. Results indicate that Reading Recovery meet the challenge of closing the gap early before a cycle of failure begins. Teachers model and teach critical thinking skills through 'think out loud'.	Reading recovery tracking and monitoring Lesson observations, learning walk, lesson study and coaching sessions focus on teachers implementation of reading powers and the impact of CPD Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	Mrs Salters	July 2017

Children adopt a growth mindset	Whole school approach to the adoption of a growth mindset. Learning muscle posters are visible around school and all staff and children display the qualities of; Don't give up Have a go Be curious Cooperate Keep improving Enjoy learning Use your imagination Concentrate	Researchers have found that building a growth mindset helps children at school; making them more motivated, more engaged in the classroom and likely to receive higher marks and greater rewards from their work. Research conducted has found that developing a growth mindset has a positive impact on children's learning, attainment and, more importantly, understanding of the learning process. Research also suggests that having a growth mindset increases children's ability to try all sorts of different challenges and problems that they might not have otherwise tackled.	Assemblies are used as a platform to celebrate learning powers NOT solely achievement. Discussions with children and parents reveal they are adopting a growth mindset Lesson observations, learning walk, lesson study and coaching sessions evidence all staff reinforcing the learning powers	Mrs Foy	July 2017
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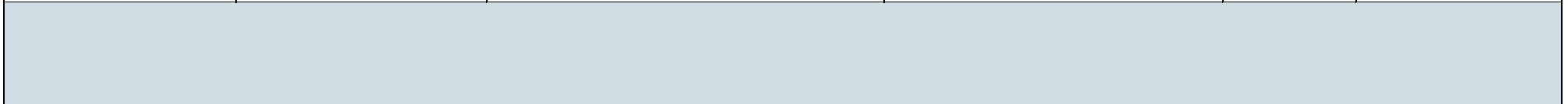
ii. The Extra Mile

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?
Children are able to talk about their feelings in a controlled way and develop strategies to always recognise their self-worth	Some PP children will attend nurture time to talk circles about their feelings. – a new Gather in Circle facilitator employed 1 afternoon per week.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work and recognise their own worth.	Feedback from children and parents. Discrete monitoring of circles.	Mr Vasco	July 2017
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	Mrs Salters	July 2017

The attendance/punctuality of PP children improves	If travel is an issue for families they will be offered ways to help. EWO will be involved with families whose attendance falls below 87%. Awards are given to children who have 'good' attendance.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	Mrs Pickavance	July 2017
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i. Enrichment

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?
PP children are afforded the same enrichment opportunities that their peers are exposed to (cultural visits, holidays, clubs/hobbies)	Subsidised/funded enrichment opportunities including residential, holiday clubs and educational visits	Hands-on learning activities outside the classroom lead to better achievement, standards, motivation, personal development and behaviour. (<u>OFSTED: Learning outside the classroom How far should you go?</u>). Learning outside the classroom is rewarding for both teachers and pupils alike. Discovering new places such as places of worship, museums, galleries and exhibits undoubtedly adds extra depth to pupils' and students' learning and experience. Additionally, all children deserve the opportunity to experience new things and enjoy the company of their friends. We are exceptionally proud of the wide and varied programme of residential and non-residential visits we undertake. Utilisation of the pupil premium ensures ALL children are afforded such opportunities.	Children display; -improved self-confidence and self-esteem -SMSC development -ability to empathise and understand new perspectives -increased aspirations and motivation -broader understanding of society -signs of being happy and content	Mr Stewart	July 2017



6. Review of expenditure (July 2017)**End of Academic Year****i. Quality first teaching**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Enrichment

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

i. The Extra Mile

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

7. Additional detail

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