



Pupil premium strategy statement:

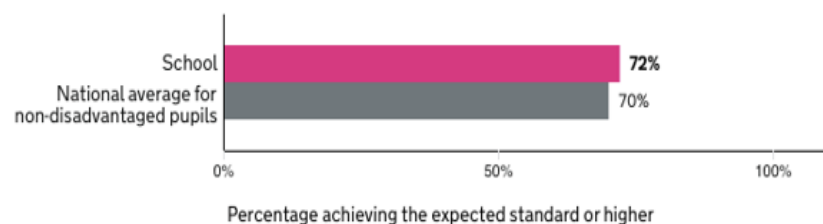
1. Summary information					
School	St Vincent de Paul Catholic Primary School				
Academic Year	2018-2019	Total PP budget	£108,080	Date of most recent PP Review	Sept 2018
Total number of pupils	237	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Oct 2019

2. Current attainment		
KS1 Attainment for: 2017-2018	<i>Pupils eligible for PP (7)</i>	<i>National 'others' not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	57.1%	50.2%
% achieving expected standard or above in reading	57.1%	62.5%
% achieving expected standard or above in writing	57.1%	55.4%
% achieving expected standard or above in maths	71.4%	62.8%
KS2 Progress for: 2017-2018	<i>Pupils eligible for PP (18)</i>	<i>Pupils not eligible for PP (15)</i>

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 18



Key stage 2 disadvantaged

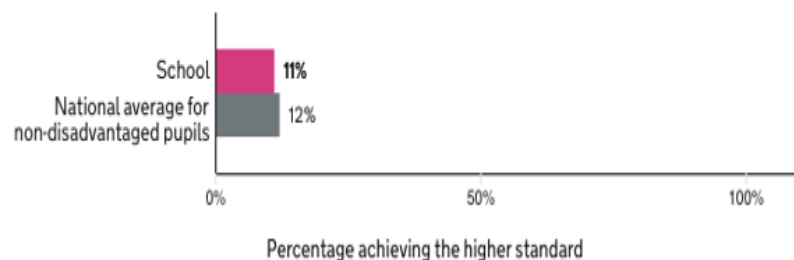
This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	2.64	0.09	0.62
Confidence interval	-0.2 to 5.4	-2.6 to 2.8	-1.9 to 3.1
Number of disadvantaged pupils	18	18	18
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 18



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- | | |
|-----------|-----------------------------------|
| A. | Social and emotional intelligence |
| B. | Poor oral language |
| C. | Low expectations/self-worth |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|-----------|---|
| D. | Support systems at home, both academic and nurturing (attendance and punctuality) 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

2017/18

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.	Development of formative, in-class assessment (Balance introduced from Year 1 to Year 6). Gap Analysis Lesson Study 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.	The aim of Balance is to easily identify small steps of progress and any gaps in learning. Children who are not on track to meet their end of year target will gain support from targeted intervention (1:1, small groups, precision teaching and bespoke 'learning clubs') 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 the Polar Explorer, champions from industry, Career Carousel.	Mr Vasco/ Mrs O'Keefe	September 2019
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 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 Crane	September 2019

	Successful Reading Partners	These are targeted, time-limited, one-to-one interventions, designed to be delivered over a 10 week period. They are designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment	Pre assessment (using British Ability Scale reading test) which gives the child a reading age Monitored on a weekly basis End of unit assessment	Mrs Crane	September 2019
	Reciprocal Reading	Teachers from years 2-6 have been trained to deliver Reciprocal Reading. This is a structured approach to teaching reading comprehension strategies. It involves the repeated use of four key strategies (questioning, clarifying, summarising and predicting) on small sections of text, so that the children develop their understanding and become increasingly confident in the use of the strategies.	Data collection. Pupil focus groups and structured lesson observations. Termly audit tools for teachers (administered by FFT) Pupils to complete an online reading test for post data collection. Post-test survey for all teachers	Mrs O'Keefe	September 2019
To ensure rapid progress across the curriculum including the more able children	Focus on learning strategies for developing conceptual understanding about what the children know and understand and increase the children's active participation in teaching and learning	Research about written feedback highlighted some issues that needed to be considered as we are now embedding a formative model of assessment. Understand how specific, descriptive feedback supports learning. Identify what makes effective feedback. Explore practical strategies to plan for providing feedback	Has the feedback enabled the children to 'close the gap' in order to take learning forward and improve their performance. Has feedback ensured that the disadvantaged more able are fulfilling their potential and making rapid progress? Do children know what to do to improve? Do the strategies maximise opportunities for learners to be self-reliant and self-reflective	Mrs Salters	September 2019
	Year 6 Booster's	A clear revision plan for SAT preparation that is designed to plug misconceptions and close attainment gaps.	Children will approach the national tests with confidence	Mrs Bolger / Mr Allen	September 2019
To develop a high quality curriculum which inspires all children: optimising their social, emotional, creative and academic outcomes	Whole school training on curriculum development. Whole school 'real context for learning' will be planned and implemented in the Summer term. The curriculum will be considerably enriched through creative partnerships	IGNITE teaching school and the Creative Partnerships will support, guide and share their expertise to reflect constructively on our whole school path. Staff will consider themes for potential curriculum development based on our own resources and conservation themes.	All staff will have the opportunity to attend the focused training sessions Deputy head acts as curriculum lead Subject leaders to support staff through acquiring appropriate resources and providing innovative support.	Mrs Salters / Mr Vasco	September 2019

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?
<p>Children are able to talk about their feelings in a controlled way and develop strategies to always recognise their self-worth</p>	<p>Circles Resilience Programme – promotion of pupil voice and a time to talk.</p> <p>Carefully selected PP children will attend nurture time to talk about their feelings.</p> <p>Circles Consultant – Deborah Zaher -employed 2 afternoons per week to promote pupil voice and a time to talk.</p> <p>Playtherapist – 1-2-1 sessions, working with 3 children</p>	<p>To continue to strengthen the schools ability to support the children’s emotional wellbeing</p> <p>Circles looks at the demands being placed on our children – inside and out of school – and equips them with reusable tools that build resilience to these pressures. This is split into the three main areas of; resilience, wellbeing and growth. These workshops help children to understand their own areas of difficulty and shows them how to find balance, look after themselves, become resilient, take control and get excited about the future.</p>	<p>Feedback from children, parents and staff.</p> <p>Discrete monitoring of circles. While the impact of these specialist provisions cannot always be measured in attainment outcomes, the holistic development of these children will be clearly evident.</p>	<p>Mr Vasco</p>	<p>September 2019</p>
	<p>Creative Counselling Catalyst</p>	<p>The Creative Counsellor is trained to recognise the challenges each of our most vulnerable PP Children face (with a particular focus on our LAC). She then tailors every creative session to support each individual child. The counsellor works for two afternoons per week with 3 children and provides support for a further 6 children (this group changes every half-term). Together they talk, play and create.</p>	<p>Daily de-brief from facilitator</p> <p>Half-termly review meetings to monitor impact and to assess the need for further intervention</p> <p>Parental feedback</p>	<p>Mr Vasco</p>	<p>September 2019</p>

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 90% 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 (such as football coaching sessions) 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	September 2019
iii. 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	Mrs Salters	September 2019