

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

1. Summary information					
School	St Mary's Catholic Primary School, Axminster				
Academic Year	2016/17	Total PP budget	£25,080	Date of most recent PP Review	Jan 2017
Total number of pupils	120	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 2017
FSM		Ever6	Pupil Premium Plus (Adoption Premium)	Services	
19		3			

Current Academic Year

(Percentages are for each cohort and the totals across the school)

Year	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3		1		
Year 5	4		2		
Year 4	1				
Year 3	2				
Year 2	4				
Year 1	3				
Reception	4				
Total	22				

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

2. 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.	PP with multi additional needs and closing the gap first quality teaching	
B.	Social and emotional resilience	
C.	Engagement and motivation of PP children	
D.	Multi agency working to develop joined up working	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress in reading, writing and maths from their starting point	The children in receipt of PP funding will make progress from their starting point Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimized at the end of the EYFS, KS1 and KS2.
B.	PP children’s writing improves in line with non-pp children at the end of KS 1 and 2	The gap between those children in receipt of PP funding and those who are not will be minimized. Attainment at the end of KS 1 and 2 for children in receipt of PP funding will be at least in line with the national average for those who are able to work within the expected band.
C.	The attainment in Writing And Maths for children in receipt of PP funding will rise, in line with the attainment of all children	The gap between those children in receipt of PP funding and those who are not will be minimized. Attainment at the end of KS2 for children in receipt of PP funding will be at least in line with their individual profiles and national expectations.
D.	Children will become more resilient, secure and confident and all agencies working collaboratively	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. Through the introduction Emotional support sessions they will improve and further develop their social and emotional well-being - impacting on raised attainment.

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

E.	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Children will show increased levels of engagement and motivation for their schoolwork First quality teaching and an engaging curriculum to inspire and motivate			
4. 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.					
First Quality of teaching for all £8,500					
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?
Foundation and Key Stage 1 Children to make expected or better progress in Reading, Writing and Maths	Review by Early Excellence Early Excellence Training sessions SLT support plans through working with Redstart Teaching School Alliance and other colleagues Targeted teaching for identified pupils	Progress is maximized where independent learning and developing children’s awareness of successful learning is secure. Learning resources that are carefully matched to the children’s needs will ensure that progress is maximized, based on accurate assessment and feedback. Progress and attainment to date and in relation to prior attainment	SLT monitoring through drop-ins, work scrutiny pupil conferencing. Children will be able to articulate their progress by showing how they have improved their work, both verbally and with blue for better. Termly data meetings will review the progress of all children and groups.	EYFS Teacher Key Stage 1 Staff SLT	Weekly First half term Early Excellence Termly Part of Termly reviews

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

PP children's Writing and Maths improves in line with non-pp children at the end of KS2	Targeted support and strategies within first quality teaching Staff development Booster and intervention sessions as needed	Books Assessment Progress Reviews Pupil understanding next steps "Pupil speak" targets Writing and Maths	Records of pupil conferencing will be kept and used to inform future planning for the teacher. Literacy and Maths subject leader to monitor the attainment of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing.	SLT English & Maths Subject Leader as part of development	January 2017 and then termly
Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Engaging curriculum with "wow" days to motivate learning	Books Sharing of Learning with parents	Full engagement in school life	All STAFF SLT Governors as links to classes	Termly
Raised application in Reading, Writing and Maths	Through strategies outlined in the SDP The use of the marking and feedback policy development of meta cognition and self- resilience. Pupils Learn to Learn aid transition into each new stage of education	To ensure all pupils make as much progress as possible from their individual starting points.	Whole school monitoring system <i>End of Key Stage Data</i> Phonics Screening Check Outcomes Early Years Foundation Stage Data Ongoing tracking and Teacher Assessments Formal Assessment Periods	All staff Subject Leaders SLT	Teachers as part of ongoing assessment End of each assessment period

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

Classroom deployment of staff	Ensure deployment of staff is planned across all groups	To ensure pupils have a firm grasp of learning principles to enable them to build on their learning	Outcomes of observations ,work scrutiny's ,learning walks and pupil conferencing	All Staff SLT	Progress Reviews
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Targeted support Learning and Attainment Social and emotional resilience. Gap between PP and non-PP children reflects individual progress £10,000

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?
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Children to make expected or better progress in Reading, Writing and Maths across the school, PP children's writing and maths improves in line with non-pp children at the end of KS2	Targeted groups in KS 1 & 2 pupils will have intervention aimed to close the gap and maximize their progress. Linked to Provision Map	Interventions to enable more personalized learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximize progress.	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions linked to class room delivery.	Speech & Language Service EP / Outreach Advisors SENCO/ Class teacher /SLT	Termly
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St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

Children will become more resilient, secure and confident	ELSA sessions to develop children's social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with ELSA support plans they will have accelerated progress and have increased social and emotional well-being.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored. The impact will be reported to the SENCO and part of the SLT termly pupil reviews or before if necessary.	ELSA support SENCO /SLT	At least termly
Children will become more resilient, secure and confident	Small group invitation club to raise self-esteem, motivation and self-regulation through an approach in relation to need.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Through observations ,logs and data analysis	All staff SLT	Termly Review
Children will become more resilient, secure and confident	School visits A percentage of the cost of the residential trips is subsidised. Help with the cost day trips.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.	Children are able to participate in school visits. Through work outcomes the pupils report positive experiences and impact on their learning.	All staff	January 2017 and then termly

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

Children will become more resilient, secure and confident	Individual Counselling/ Therapies Dependent on the needs of the pupil, individual therapies may be deemed appropriate. Referral and school funding support if needed.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the Impact of the intervention if they wish.	SLT	At the end of each block for individuals and part of termly review
Children will become more resilient, secure and confident	Working directly with a range of agencies to ensure families have access to support in varying forms	Outcomes in relation to specific plans on an individual basis	Through planning meetings as set into required schedules depending on level of need	SLT	Statutory schedules

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

Whole School Approach Cost £ £6,580

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?
To continue with staff development and understanding of assessment and depths of learning To strengthen skills of staff in deepening the knowledge and understanding of pupils leading to raised attainment	Integrated tracking, assessment system which pinpoints direct objectives and next steps in learning. Transference of these into individual targets Pupil ownership and transference of skills across their learning	Staff development to ensure the best outcomes in terms of learning and attainment for pupils by developing their skills More focused and targeted approach to assessment through use of electronic tracking system to aid Ongoing direct actions can be taken as staff intrinsically become aware of next steps and depths of learning become automatic	Books scrutiny Pupil Interviews Learning Walks Tracking system Progress Review Meetings Subject Leaders monitoring	All Monitor Subject Leads and SLT	In relation to monitoring schedule
To enable pupils who have a particular aptitude to access specialist tuition and to have new experiences Children to make expected or better progress Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	To be included within any sporting or cultural activities i.e. Music lessons	Pupils attaining at greater depth. Also to provide opportunities which might not be normally available to them	Evidence of who takes part and Feedback from pupils	All teachers	Termly

St Mary's Catholic Primary School Axminster
Pupil Premium Strategy

Children to make expected or better progress in Reading, Writing and Maths across the school	Continue development of Blue for Better and pupil ownership of learning so that it has the maximum impact on pupil progress and attainment. Targeted use of Pupil Conferencing	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.	The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.	SLT	Termly or before if Book scrutiny raise concerns
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5. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.