



## Stella Maris Catholic School Pupil Premium Strategy

Date: 30<sup>th</sup> September 2017

Date of next review of Pupil Premium: 30<sup>th</sup> September 2018

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### Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2017/2018 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education (£1900 for those who are looked after or adopted from care). Neither the government nor any government agency has dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

### Stella Maris Catholic School's Pupil Premium Profile 2016/2017

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	0	5	5	17%
1	4	2	6	19%
2	5	2	7	23%
3	2	5	7	25%
4	5	7	12	40%
5	7	4	11	44%
6	4	3	7	25%

### Stella Maris Catholic School's Pupil Premium Profile 2017/2018

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	3	2	5	17%
1	0	5	5	17%
2	5	2	7	23%
3	5	2	7	23%
4	2	5	7	23%
5	5	7	12	41%
6	8	4	12	48%

### Overview of Stella Maris Catholic School's Strategies for improving the performance of pupils who are disadvantaged

At Stella Maris Catholic School, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- Low levels of oracy skills at the beginning of EYFS
- Poor attitude to attendance
- Home learning not supported or understood at home.
- Core skills in reading, writing and maths not developed or valued at home.
- High levels of oracy and language skill are not modelled consistently to children.
- Children's involvement in the wider school community is limited.
- Low self-esteem and low expectations for learning

We will spend our pupil premium funding in the following ways to address these barriers.

- High quality language intervention for children in EYFS, Years 1 and 2. A structured programme called Speech and Language Link will be used
- The Deputy Headteacher will focus on raising the attendance of all children eligible for grant. The Attendance Policy will be rigorously followed, for example phone calls made, letters sent and outside agencies used when necessary to support families
- The Inclusion Co-ordinator will support parents with how to help their child at home through arranging Parent Workshops and having regular meetings with them
- Small group teaching in Year 6 for reading, writing and maths led by the Maths and English Leaders
- Small group work for all children in reading, writing and maths, led by class teachers
- Daily reading for all children eligible for the grant
- Free attendance at Breakfast club available to all children eligible for the grant

- Implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress
- Funding for high-quality, engaging educational visits
- Funding for children to participate in wider curriculum opportunities in school
- Funding for training both teachers and teaching assistants
- Use of PiXL strategies to provide targeted support for pupils across Key Stage 2 who are in danger of failing to achieve expected results

Our rationale for spending the money in this way is that children make very good progress when the quality of the feedback that they receive is high. Smaller group work enables the learner to be given specific instruction and feedback in key areas. Research has shown that interventions which target social and emotional learning (SEL) impact on attitudes to learning, social relationships in school, and attainment itself. High attendance is fundamental to achieving good levels of progress and a positive attitude to school and learning. Training for teachers and teaching assistants is proven to raise standards in teaching and learning. Research demonstrates that this is an effective way to close gaps in learning.

### Pupil Premium Funding – the total funding received by Stella Maris Catholic School

**2016 - 2017**

Funding Stream	Amount (£)
Pupil Premium funding	£73,920
<b>Total Income</b>	<b>£73,920</b>

**2017 - 2018**

Funding Stream	Amount (£)
Pupil Premium funding	£71,280
<b>Total Income</b>	<b>£71,280</b>

At Stella Maris Catholic School, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2016/17 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

PP Improvement Strategy 2016/17	Amount (£)	Description	Evidence of Impact
Early intervention	£3800	Time out for experienced Teaching Assistant to	<ul style="list-style-type: none"> <li>• 71% of PP children achieved the expected standard in the Year 1 phonics screen, compared with 68% nationally.</li> </ul>

		run Speech Link and Language Link and to manage follow-up support	
Small group intervention	£53,710	Teaching Assistant support to facilitate small group intervention by teachers and Teaching Assistants	<ul style="list-style-type: none"> <li>• Writing interventions at KS1 resulted in 57.1% of PP children reaching the expected standard compared to 52% nationally.</li> <li>• In KS 1 Maths the percentage of PP children reaching the expected standard was in line with the national data of 60% at the expected standard.</li> </ul>
1:1 feedback	£2500	Implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress	<ul style="list-style-type: none"> <li>• PP children reaching the combined expected standard in KS2 rose by 33% compared to 2016.</li> <li>• There was an increase of 23% from 2016 to 2017 on the number of PP children reaching the expected standard in Maths in KS2.</li> <li>• PP children in KS2 met the government floor standards for progress in all subjects.</li> </ul>
Educational visits	£8600	Funding for high quality, engaging educational visits	<ul style="list-style-type: none"> <li>• The gap between attendance for PP and non-PP has closed.</li> <li>• Attendance for PP raised from 94% in 2016 to 95 % in 2017</li> </ul>
1:1 Booster support	£7300	Booster support for pupils in numeracy and other key curriculum areas	<ul style="list-style-type: none"> <li>• In KS2 PP children were in line or outperformed non-PP children in all areas.</li> </ul>
Breakfast club	£750	Offer of free attendance at the Breakfast Club for Pupil Premium children	<ul style="list-style-type: none"> <li>• The gap between attendance for PP and non-PP has closed.</li> </ul>
PiXL	£3100	Implementation of PiXL strategies in KS2 to identify underperforming pupils and provide targeted support	<ul style="list-style-type: none"> <li>• In Reading, Writing, Maths and GPS pupil premium children's average standardised scores matched those of non-pupil premium children. There were no significant differences.</li> </ul>
Teacher intervention	£600	Cover to release class teacher to provide 1:1 targeted support in Year 6	<ul style="list-style-type: none"> <li>• See above data</li> </ul>
<b>Total Expenditure</b>	<b>£80,360</b>		

A breakdown of the projected expenditure for the year 2017/2018 is shown below, together with its projected impact:

<b>PP Improvement Strategy 2017/18</b>	<b>Amount (£)</b>	<b>Description</b>	<b>Projected Impact</b>
Early intervention	£4000	Training and time out for experienced Teaching Assistant to run Speech Link and Language Link and to manage follow-up support	<ul style="list-style-type: none"> <li>Disadvantaged pupils to make accelerated progress in the Early Years</li> <li>More disadvantaged pupils to pass the phonics screen in Year 1</li> <li>Improved scores in the phonics screen</li> </ul>
Small group intervention	£47,170	Teaching Assistant support to facilitate small group intervention by teachers and Teaching Assistants	<ul style="list-style-type: none"> <li>More disadvantaged pupils achieve age related expectations in reading, writing and maths</li> <li>The gap between the attainment of disadvantaged pupils diminishes</li> </ul>
1:1 feedback	£2460	Implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress	<ul style="list-style-type: none"> <li>Improved outcomes for all disadvantaged children across all areas of the curriculum</li> </ul>
Educational visits	£8500	Funding for high quality, engaging educational visits	<ul style="list-style-type: none"> <li>To diminish the gap between disadvantaged children and non-disadvantaged in relation to school attendance – providing an exciting curriculum to motivate school attendance</li> </ul>
Staff CPD	£1500	Funding to support staff CPD on positive mental health training. Middle Leaders training.	<ul style="list-style-type: none"> <li>To see children with emotional or low levels of wellbeing making the expected standard in R,W and M.</li> <li>Training for Middle leaders to diminish the gap for disadvantaged children through improving teaching and learning throughout the school.</li> </ul>
Small group nurture support	£5700	Funding for a teaching assistant to support wellbeing.	<ul style="list-style-type: none"> <li>Increase the confidence of children with emotional or low levels of wellbeing enabling them to access all curriculum areas.</li> </ul>

Breakfast club	£750	Offer of free attendance at the Breakfast Club for Pupil Premium children	<ul style="list-style-type: none"> <li>To improve attendance and punctuality for disadvantaged children</li> </ul>
PiXL	£3100	Implementation of PiXL strategies in KS2 to identify underperforming pupils and provide targeted support	<ul style="list-style-type: none"> <li>To diminish the gap between disadvantaged and non-disadvantaged in attainment across all core subjects</li> </ul>
<b>Total Expenditure</b>	<b>£73,180</b>		

### Stella Maris Catholic School's Results 2017 – Attainment and Progress of pupils eligible for Pupil Premium funding

School accountability measures are as follows:

- The proportion of pupils meeting the revised national standard
- Scores measuring the progress made by pupils by subject from similar Key Stage 1 starting points

The table below provides headline figures for pupils who are disadvantaged. These pupils attract pupil premium funds. The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils in 2016 are shown for information (data for 2017 is not yet available).

Headline Measure	Academy 2017 Disadvantaged Outcomes	2017 National Non Disadvantaged	2016 National Disadvantaged
% Pupils meeting the national standard in Reading, Writing and mathematics	43%	60%	39%
% of pupils meeting the national standard in Reading	71%	72%	53%
% of pupils meeting the national standard in Writing	71%	79%	64%
% of pupils meeting the national standard in mathematics	43%	76%	58%
Reading progress score	+0.1	+0.3	-0.7

	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils.
Writing progress score	+0.9	+0.1	-0.3
	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils.
Maths progress score	-4.1	+0.2	-0.5
	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils.