

St Ninian Catholic Federation of Carlisle

St Margaret Mary Catholic Primary School

**Pupil Premium Strategy Statement– spend 2017-18**

| <b>Number of Pupils and Pupil Premium Grant (PPG) received</b> |                |
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| <b>Total number of pupils</b>                                  | <b>238</b>     |
| <b>Total number of pupils eligible for PPG</b>                 | <b>37</b>      |
| <b>E6 children</b>   | <b>£48,680</b> |
| <b>Looked After Children</b>                                   | <b>£1900</b>   |
| <b>Service Children E4</b>                                     | <b>NA</b>      |
| <b>Early Years PP</b>  |                |
| <b>Total PPG</b>   | <b>£50,580</b> |

**E6 – child who have been in receipt of Free School Meals during their time at school  
(£1320per pupil)**

**E4 – Service children (£300 per pupil)**

**CLA – Children Looked After(£1900 per pupil)**

**Data – September 2017**

**Progress measure KS2**

Reading -2.5

Writing +0.8

Maths -1.2

**Average Scaled scores**

Reading Nat 104 St Margaret Mary 101

SPAG Nat 106 St Margaret Mary 104

Maths Nat 104 St Margaret Mary 102

**Priorities:**

- To raise engagement and the attainment of those pupils entitled to pupil premium with a specific focus on those with multiple barriers to learning – closing the gap in to progression.
- To ensure that the attainment of those children entitled to pupil premium attain and progress well in their reading especially relative to other pupils nationally.
- To raise the self-esteem and the aspirations of pupils entitled to pupil premium through both pastoral support and developing metacognitive skills.
- Access full curriculum and extra-curricular activities ensuring that all children have access to the arts and offsite education.
- Transition: to improve transition and attainment outcomes for PP\* students to ensure attainment is in line with or exceeding expected levels of progress
- Attendance: to implement strategies addressing the attendance gap between for PP non PP students

As part of the school's commitment to narrowing the attainment gap, research was and is being undertaken in school with a focus on managing intervention strategies for disadvantaged and vulnerable pupils. We are closely monitoring which strategies have the greatest impact in

narrowing the attainment and progress gap in schools. This research has been used and is being used to inform, proposed spending and initiatives aimed at narrowing the attainment gap in KS2 outcomes for Free School Meal (FSM) children and their peers.

**In School Barriers:**

Parental Aspiration and support from home with learning

Speech and Language on entry.

Poor home learning environments

Multiple barriers to learning          English - Spelling          Maths - Mental arithmetic

**Action plan September 2017-18**

| EEF toolkit                          | Project / provision / item  | Objectives   | Outcomes (Completed at end of year) |
|--------------------------------------|---|--|-------------------------------------|
| Feedback<br>+8 months                | <p>All staff ensure that feedback is:</p> <p>Specific , accurate and clear feedback</p> <p>Meaningful</p> <p>Identifies next steps</p> <p>Peer tutoring / peer assessment</p> | <p>Further embed the schools feedback policy</p> <p>Feedback is consistent, specific, accurate and clear</p> <p>Marking allows children to develop the ability to identify next steps. DIRT time</p> <p>Dialogue between staff / pupil</p> <p>Increase 1 to 1 feedback – daily session EY / KS1</p> <p>Pre / post tutoring</p> |                                     |
| Behaviour interventions<br>+4 months | <p>Zen Den &amp; Therapeutic Curriculum : Emotional Literacy, Sensory Circuits - Smart Moves, Anger Management/ Nurture Sessions</p> <p>Barnardos Parenting Classes EYFS</p>  | <p>To target interventions for those at risk of emotional or behavioural disorders (2 to 6 month programmes) – identified ch in KS2, KS1 and EY</p> <p>To support parents and children in managing behaviour effectively</p> <p>Removing multiple barriers to learning through sensory development.</p>                        |                                     |

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| Digital technology | Ipads<br>Kindles<br>Guided teaching groups<br>Curriculum software | Software allows staff to focus on learning and teaching goals<br><br>Ensuring that the technology supports pupils to work harder, longer and more efficiently to improve learning – PM sessions – |  |
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|  | <p>programme</p> <p>Nessy</p> <p>Developing Experts - Science Website</p> <p>Video observations and coaching</p>   | <p>conferencing / focused activities</p> <p>Staff to make sure the use of technology and learning outcomes are closely aligned and very specific – planning</p> <p>Training for Staff – INSET</p> <p>Staff triads – peer to peer support</p>   |  |
| <p>Homework</p> <p>+3 months</p>         | <p>Planned and focused activities with clear status</p> <p>Short focused tasks relating directly to what is being taught that week</p> <p>Online access to programmes for parental interaction - Nessy licenses<br/>Developing Experts -</p> | <p>HW integrated and linked to class work- comprehension / history / geog</p> <p>Homework marked and feedback given</p> <p>Staff to ensure children are aware of the purpose of homework</p> <p>To develop homework that involves parental support – shared activities eg visits, projects</p> |  |
| <p>Mastery Learning</p> <p>+5 months</p> | <p>Streaming in Yr 6</p> <p>Expert intervention – stretching the child</p>   | <p>Small class sizes in key years allow more focus on ‘teaching to the top’ and mastery. Mastery tasks set and linked to key skills.</p> <p>Targeted teaching in Yr 3 to 5 – small group weekly intervention for more able children with a focus on literacy.</p>                              |  |

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| <p>Peer tutoring<br/>+5 months</p>                        | <p>Sports Leader Scheme</p> <p>Book Worms/Buddy Scheme</p> <p>Healthy Eating Patrol</p> | <p>Y5 Sports Leaders - more able children to work with younger pupils</p> <p>Y6 – lead mentors to continue building longer / trusted relationships – improving attendance / behaviour</p> <p>Structured activities at break time – ran by y5 for younger children</p> <p>Children educate and monitor others about the need for healthy eating.</p>   |  |
| <p>Meta-cognition and self – regulation<br/>+8 months</p> | <p>Self assessment / marking / feedback</p> <p>Peer assessment</p> <p>Book Worms</p>    | <p>Developing the child as an individual and making them take ownership of their learning. Planned DIRT times within lesson and opportunities to help your peers – collaborative learning.</p> <p>Older group take ownership and develop a reading scheme for those younger children in the school. Improving writing and access to language at an earlier age.</p>   |  |
| <p>Small group tuition</p> <p>Easter Booster School</p>   | <p>Reading</p> <p>Numicon</p> <p>Spelling</p> <p>Pre/ post tutoring</p> <p>Writing</p>  | <p>Small targeted intervention led by TA and class teacher. Individual children are monitored through data and performance and work is pitched to ensure all are working from the same basis.</p> <p>Targeted focus on those children who are working below expected level.</p> <p>Intervention opened to all Yr 6 in preparation of SATs. Sessions ran across the 2 week holiday with work done to develop online tuition and revision skills.</p> |  |

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| Oral Language Interventions   | <p>Talk for writing / reading</p> <p>Peer mentors</p> <p>Language Link</p>   | <p>Targeted reading allowed and discussing books – guided reading sessions</p> <p>Whole EYFS Literacy Sessions - Narrative</p> <p>Lunchtime reading sessions &amp; after school club - Chatterbooks</p> <p>4 to 7 language screening and intervention groups</p>  |  |
| Outdoor adventure learning<br>+3 months   | <p>Dove Cottage Visit</p> <p>Edinburgh Visit</p> <p>Ingleborough Caves</p> <p>Residential Trips:<br/>Manor Adventure,<br/>Ampleforth<br/>Holy Island</p>   | <p>Arts Mark qualification per child</p> <p>Cross curricular trips to enhance learning experience.</p> <p>Children are given the opportunity to access events and areas outside of the local area – this includes residential opportunities. Develop independence skills of the child.</p>  |  |
| Parental Involvement<br>+4 months<br><br>Behaviour +4 months Social / emotional<br><br>Early Years<br>+6 months | <p>Parental Open Evenings – curriculum expectations.</p> <p>Mother &amp; Toddler Group – early engagement with families. Parenting classes ran by outside agency in EYFS</p> <p>Speech and language in EY, Foundation &amp; KS1.</p> <p>Adult learning – helping your child to improve</p> <p>Breakfast club &amp; after school club.</p> <p>After school club – reading with parents.</p> | <p>Parental questionnaires stated that they wanted to gain a better understanding of the system - Open Evening caters for this.</p> <p>Weekly mother and toddler group running within the school. Close pastoral links to the group therefore early intervention opportunity.</p> <p>1 to 1 intervention by specialist staff.</p> <p>After school sessions/online activities help to remove barriers for parents.</p> <p>Wrap around care and breakfast provided for specific children.</p> <p>Parents encouraged to attend group and develop reading. Access to new books and titles unavailable at home.</p> <p>Social media and new media used</p> |  |

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|  | <p>YouTube channel, "How to..." numeracy videos and "Read Along" literacy.</p> <p>Tapestry – training for Parents</p> <p>Target Setting Week</p> <p>Parental engagement questionnaires</p>  | <p>to help parents aid their children with learning.</p> <p>Parents can engage and follow their child's progression across the Foundation stage.</p> <p>Target setting week termly – detailed targets sent home to parents via planner and suggestions on how to help their child progress.</p> <p>Opportunity for parents to feed into school development and allow us to address the needs of our families.</p> |  |
| Phonics  | Phonics play  | <p>Explicit and systematic support for identified pupils</p> <p>License provided for access at home to all families.</p>  |  |
| <p>Reading comprehension strategies</p> <p>+5 Months</p>   | <p>Guided reading resources – Box sets</p> <p>Project X Code Reader</p> <p>Class novels – 4/6 sets per Key Stage</p> <p>Learning Resource Centre development</p>                            | <p>Clear identification of reading difficulties</p> <p>Scheme introduced with low ability children to develop the skills needed to progress.</p> <p>Ensuring all children have a wide range of strategies and approaches that they can apply appropriately to task in hand</p> <p>New texts purchased, parental reading group set up after school.</p>  |  |
| <p>Information and Communication technologies</p> <p>+4 months</p> <p>Mastery Learning +5 months</p> | <p>New software purchased to enhance the delivery of Science - access available from home</p> <p>Computer access in all classrooms and before/after school .</p> <p>CPD - staff Kindles</p> | <p>In depth study linked to new curriculum</p> <p>Use tables for pre / post tutoring</p> <p>Kindles for boys reading</p> <p>Greater use of tech to support problem solving.</p> <p>Ran in the library to develop the</p>  |  |



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|   |   | <p>reading skills of the child.</p> <p>Homework help is offered to assist those who have multiple barriers to learning.</p>   |  |
| <p>Oral language interventions</p> <p>+5 months</p> | <p>Focus on Speech and Language in Early Years.</p> <p>Targeted supported in the lower school</p> <p>CPD staff</p>  | <p>Training key staff to deliver programme</p> <p>Ensure planning allows talk time</p> <p>Speech + language programme</p>   |  |
| <p>Social and Emotional Learning</p>                | <p>Zen Den and Therapeutic Curriculum – nurture and developing the emotional intelligence of the child.</p> <p>Paratus – Preparation for transition</p> <p>School Counsellor</p> <p>Playground buddy scheme</p> | <p>Specific skills taught purposefully to develop the emotional intelligence of the child with aim to become more independent.</p> <p>Secondary ready workshops and transition focus – being ready for the next step.</p> <p>Opportunity for one to one sessions (with parental consent) to help each child. The counselling sessions are part of our therapeutic curriculum.</p> <p>Ensuring the social development of the children and encouraging integration. Equipment purchase and signage.</p> |  |