

St Ninian Catholic Federation of Carlisle

St Margaret Mary Catholic Primary School

**Pupil Premium Strategy Statement– spend 2016-17**

<b>Number of Pupils and Pupil Premium Grant (PPG) received</b>	
<b>Total number of pupils</b>	<b>238</b>
<b>Total number of pupils eligible for PPG</b>	<b>53</b>
<b>E6 children</b>	<b>£63,366</b>
<b>Looked After Children</b>	<b>£9,500</b>
<b>Service Children E4</b>	<b>NA</b>
<b>Early Years PP</b>	
<b>Total PPG</b>	<b>£72,860</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 2016**

**Progress measure KS2**

Reading & Maths +0.7 Reading, Writing & Maths 6%

**Average Scaled scores**

Reading Nat 103 St Margaret Mary 104

SPAG Nat 104 St Margaret Mary 104 Maths

Nat 103 St Margaret Mary 103

## St Margaret Mary FFT Forecast – September 2016 for July 2017

### Year 6

Reading	FFT National standard	69%	School	79 %	School PP	73 %
	Above National	19%	School	28 %	School PP	17 %
Writing	FFT National Standard	76%	School	79 %	School PP	75%
	Above National	13 %	School	14 %	School PP	8%
Maths	FFT National Standard	73%	School	83%	School PP	76 %
	FFT Above National	12%	School	20%	School PP	11%
SPAG	FFT National Standard	77%	School	87%	School PP	83%
	FFT Above	22%	School	37%	School PP	25%

### 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 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

**Action plan September 2016-17**

EEF toolkit	Project / provision / item	Objectives	Outcomes (Completed at end of year)
Aspiration intervention	U Can Shine Scheme	To help children to raise aspirations to motivate themselves to be more resilient  Metacognition skills delivered and developed within the school.	Pupils were more confident in their own abilities and more able to articulate their aspirations for the future. Children describe themselves as more able to cope with difficulties in their learning.
Behaviour interventions  +4 months	Zen Den & Therapeutic Curriculum : Emotional Literacy, Sensory Circuits, Movement Programme, Anger Management	To target interventions for those at risk of emotional or behavioural disorders (2 to 6 month programmes) – identified ch in KS2, KS1 and EY  To support parents and children in managing behaviour effectively  Removing multiple barriers to learning through sensory development.	Staff detail significant improvements in behaviour in those pupils who have accessed the Den and Therapeutic curriculum.  SIMs records show a decrease in problem behaviours from these pupils.
Digital technology  +4 months	Ipads  Kindles  Guided teaching groups  Curriculum software	Software allows staff to focus on learning and teaching goals  Ensuring that the technology supports pupils to work harder, longer and more efficiently to improve learning – PM sessions –	Staff describe use of ICT allowing them to differentiate more effectively therefore improving their teaching.  Impact of guided groups through evaluation shows enhanced progress from those children participating.

	<p>programme</p> <p>Nessy</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>Improved results for pupils accessing Nessy show this to have been an effective investment.</p> <p>Lesson observations show staff to have benefitted from Video coaching sessions using software.</p>
<p>Feedback</p> <p>+8 months</p>	<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>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>	<p>New feedback system has led to increased levels of understanding in learning by pupils.</p> <p>This is evidenced by scrutiny of pupils books and improved concept understanding.</p> <p>Increased 1 to 1 feedback sessions have also led to better understanding of concepts by pupils.</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>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>Focused homework has led to increased understanding of Learning objectives by pupils as it work as a form of pre or post tutoring.</p> <p>Increased parental engagement also recorded by teachers.</p>
<p>Mastery Learning</p> <p>+5 months</p>	<p>Streaming in Yr 6 &amp; 2</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 &amp; 5 – small group weekly intervention for more able children with a focus on literacy.</p>	<p>Improved results at KS1 demonstrate the effectiveness of Streaming approach.</p> <p>Improved pupil outcomes in Learning Ladders assessment shows the targeted interventions to have been successful.</p>

<p>Peer tutoring +5 months</p>	<p>Sports Leader Scheme through U Can Shine</p> <p>Book Worms/Buddy Scheme</p> <p>Intervention</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>Specific 30-40 mins sessions for reading / handwriting /writing with SEN teacher. Yr2 – Yr5</p> <p>Children educate and monitor others about the need for healthy eating.</p>	<p>Playtimes show improved behaviour and good engagement in sports.</p> <p>Older pupils supporting younger ones also builds responsibility.</p>
<p>Meta-cognition and self – regulation +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>New feedback system has led to increased levels of understanding in learning by pupils. This is evidenced by scrutiny of pupils books and improved concept understanding.</p> <p>Supported reading sessions have also led to better understanding and enjoyment by pupils.</p>
<p>Small group tuition  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 at P scales by SEN teacher.</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>	<p>Pre Tutoring described as particularly effective by pupils and staff</p> <p>Pupils described increased confidence and subject knowledge going into their SATS.</p>

Oral Language Interventions	Talk for writing / reading  Peer mentors	Targeted reading allowed and discussing books – guided reading sessions  Daily story times  Lunchtime reading sessions  Questions that stimulate a range of further questions and answers – children challenge each other	
Outdoor adventure learning  +3 months	Dove Cottage Visit  Edinburgh Visit  Ingleborough Caves  Residential Trips: Manor Adventure, Ampleforth	Arts Mark qualification per child  Cross curricular trips to enhance learning experience.  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.	Significant additional opportunities provided to children who would otherwise not be able to access these experiences.  Social and experiential learning noted in pupils especially through the residential opportunities.
Parental Involvement  +4 months  Behaviour +4 months Social / emotional  Early Years  +6 months	Parental Open Evenings – curriculum expectations.  Mother & Toddler Group – early engagement with families.  Speech and language in EY, Foundation & KS1.  Adult learning – helping your child to improve  Breakfast club & after school club.  After school club – reading with parents.  Online resources –	Parental questionnaires stated that they wanted to gain a better understanding of the system - Open Evening caters for this.  Weekly mother and toddler group running within the school. Close pastoral links to the group therefore early intervention opportunity.  1 to 1 intervention by specialist staff.  After school sessions/online activities help to remove barriers for parents.  Wrap around care and breakfast provided for specific children.  Parents encouraged to attend group and develop reading. Access to new books and titles unavailable at home.  Social media and new media used	Increased parental participation noted at Parents Evenings.          Successful weekly events leading to oversubscription for Reception 2017

	<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>	<p>Parents and children describe using the school YouTube channel to master difficult concepts.</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>Increased score in Phonics 2017 of 5% over 2016 suggests impact of improved access to Phonics resources.</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>Too difficult to accurately assess the impact of this intervention but benefits noted by staff.</p>
<p>Information and Communication technologies</p> <p>+4 months</p> <p>Mastery Learning +5 months</p>	<p>New laptops and computer systems purchased.</p> <p>Computer access in all classrooms.</p> <p>CPD - staff</p> <p>Kindles (after school)</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>	<p>Additional resources increase the amount of contact time pupils have with good quality ICT.</p>

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