



St Matthew's Catholic Primary Pupil premium strategy statement 2016-17

1. Summary information					
School	St Matthew's Catholic Primary School				
Academic Year	2016-17	Total PP budget	£177,780	Date of most recent PP Review	
Total number of pupils	410	Number of pupils eligible for PP	138	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	54%	60%
% making progress in reading	79%	71%
% making progress in writing	75%	79%
% making progress in maths	75%	75%

3. 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.	Lower levels of spoken communication skills
B.	Gaps in basic skills development – reading, writing and mathematics
C.	Lower levels of punctuality and attendance
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment
E.	Low self- esteem and self–regulation, need to develop engagement and more positive attitudes to learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. To be measured by national standardised test. Teacher observations and assessment.	To achieve at least expected levels of progress To develop more articulate and confident speakers To enable pupils to more fully access appropriate curriculum opportunities through improved language skills
B.	That pupils make greater than expected progress from identified lower levels of key skills assessments in reading, writing and mathematics That pupils progress above local and national averages for similar pupils To be measured by national standardised tests and the school's internal progress tracking measures	That levels of progress are measured as above those for similar pupils locally and nationally. That pupils are observed as more engaged and confident independent learners.
C.	To reduce number of lates for each relevant PP eligible pupil – to be measured by weekly monitoring To increase levels of attendance by PP eligible pupils in line with non- eligible pupils	Significant reduction in number of lates from – to – Attendance rates for PP eligible pupils raised to level of all pupils.
D	To increase parental engagement and involvement in their children's learning. To improve home learning opportunities and increase parental skills To increase curriculum enrichment, access to music ,art, digital learning and wider cultural experiences These will be measured by progress against baseline measures of numbers involved in range of school events	Significant increase in parental attendance at all meetings and school events. Development of literacy skills through Raindrops events. Significant increase in number of pupils accessing enrichment opportunities.
E	To significantly improve levels of pupil self–esteem, engagement and self-regulation. To be measured by pupil questionnaire and interview and teacher observations	Evidence of increased pupil self-awareness and confidence. Greater levels of engagement and pupil progress.

5. 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.					
i. Quality of teaching for all					
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 improve levels of pupil progress in basic skills in Reading writing and Mathematics and to address gaps in knowledge and skills. Barrier B	Booster classes, targeted intervention work, Led by Inclusion Manager, teaching assistant support, and provision of after school clubs	Evidence of previous years' intervention. Analysis of progress data. Staff research and analysis.	Weekly progress meetings. Progress data analysis Reports from middle and senior leaders Uptake at after school provision	SLT. Subject leaders Class teachers Inclusion manager £44988	Half termly formal review. Based on weekly progress monitoring.
To improve pupils oral skills, and ability to participate more fully in all aspects of the curriculum Barrier A	Speech & language support starting with early intervention in Foundation Stage	Analysis of pupil abilities on intake. Discussions with parents. Prior experience	Regular monitoring of progress from established baselines. Reports from middle and senior leaders. Pupil questionnaire and interview,	SLT EYFS leader Class teachers £9741	Through weekly monitoring leading to half termly formal review and report
Total budgeted cost					£54729

ii. Targeted support					
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?
Increase levels of punctuality and attendance. Barrier C & D	(a) Implement rewards system	Discussions with pupils/families Previous years' experience	Weekly monitoring of attendance Half termly review. Feedback from pupils and families	SLT, pastoral leaders £2600	Each Half term by analysis and report.
	(b) Create Early Birds club	Research in other areas. Discussions with relevant parties	Regular monitoring of take up and impact on punctuality and attendance	SLT and relevant key staff £6700	Each half term
	(c) Attendance and welfare staff time	Previous experience of effective relationship building	Reports from relevant staff and analysis of attendance data.	SLT/Attendance/welfare staff. £4712	Weekly reviews and half termly report.
	(d) Pastoral care and support to work with families	Previous experience of what has been effective.	Analysis of attendance and progress data.	SLT Inclusion Manager £7917	
Total budgeted cost					£21.929

iii. Other approaches

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>1.To increase parental engagement.</p> <p>Barrier D</p>	<p>Messy mornings, cookery, stay & play, performances</p>	<p>Previous experience. Discussion with families.</p>	<p>Level of take up, surveys and interviews. Development of positive engagement.</p>	<p>SLT</p> <p>£1700</p>	<p>Termly formal review</p>
<p>2. To further improve family connection to school and involvement in pupil learning</p> <p>Barriers D & E</p>	<p>Raindrops, PTA, charitable events, Rainbows, church celebrations</p>	<p>Current experience and lack of similar provision nearby. Feedback from parents.</p>	<p>By monitoring attendance and reviewing feedback from families.</p>	<p>SLT</p> <p>£13271</p>	<p>Weekly attendance and termly review.</p>

<p>3 To raise levels of self-esteem to develop, metacognition and engagement.</p> <p>Barriers D & E</p>	<p>Improving wellbeing opportunities and outdoor learning</p> <p>Dressing up days and visits</p> <p>Counsellor, Time to talk, socially speaking intervention, PSED resources, assemblies</p>	<p>Research and discussions with families and staff.</p>	<p>Survey and discussion. Levels of engagement Pupil feedback</p>	<p>SLT and relevant staff</p> <p>£3639</p> <p>£3390</p> <p>£19380</p>	
<p>4. To increase enrichment opportunities and further develop home learning</p> <p>Barriers D & E</p>	<p>Specialist teaching: Mandarin, music, dance, ICT</p> <p>Residential trips: Colomendy Y2 & Y4, London Y6</p> <p>Trips and visitors</p> <p>Making the difference meetings</p>	<p>Review of previous expenditure</p>	<p>Monitoring levels of uptake</p>	<p>£45638</p> <p>£4244</p> <p>£9915</p> <p>£8811</p>	
Total budgeted cost					£109,988
Grand Total					£186,646

