

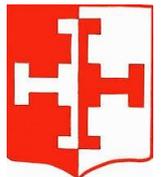


ST. CHAD'S RC PRIMARY SCHOOL, MANCHESTER.

Pupil Premium Strategy Statement 2017-18

1. Summary Information					
School	St Chad's RC Primary School				
Academic Year	2017-18	Total PP budget	£ Pupil Premium £2,114 nursery PP Y1-6 £104,280	Date of most recent PP Review	September 2017
Total number of pupils	243	Number of pupils eligible for PP	EYFS-6 = 80 Nursery= 7	Date for next Strategy Review	December'17 February 18 June'18

2. Barriers to educational achievement	
A	Oral language skills
B	Children new to Reception year group
C	% of pupils with English as an additional language.
D	Attendance for some pupils
E	Lack of involvement in school/support
F	Limited experiences of areas
G	Individual difficulties managing emotional responses and subsequent behaviour
H	Issues outside of school which do not give the child the best conditions for learning when in school



3. Outcomes		Success criteria
A.	Improve oral language skills	Pupils make good progress by the end of the year
B.	High proportion of Children new to Reception year group show good progress.	New pupils make rapid and good progress from starting points to the end of the year including EAL pupils
C.	Pupils with English as an additional language make good progress	EAL pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics
D.	Improved attendance for targeted children; supported by Educational Welfare Officer	Specific pp children attendance increased
E.	Improve progress for identified PP pupils	Parents' attendance at workshops/ parents' evenings Pupils' involvement in homework clubs and booster lessons. Children identified as high ability in reading writing and maths make as much progress as those not eligible for PP. Measured by teacher assessment and tests. And moderation. Targeted PP pupils in key stages 1 and 2 make better than good progress.
F.	Increase experiences of places and activities.	Pupils using information from visits to extend/inspire writing. All PP pupils to attend residential unless parents refuse permission
G	Support Individuals with difficulties managing emotional responses and subsequent behaviour.	Pupils report improvement in own ability to manage emotional response Fewer incidences of behavioural problems for specific pupils
H	Issues outside of school which do not give the child the best conditions for learning when in school e.g. lack of basics such as uniform, breakfast, place to do homework, engagement of parents. Standards in KS2 are challenged due to lack of support from home, lack of life skills and opportunities.	SEN and SLT supports families when needed which will positively impact on children's progress when in school as seen in progress and attainment. Children supported with uniform etc when need identified.

4. Plan including actions, expenditure and review dates 217-18

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Dec17 Feb 18 July 18 review
<p>A.1-2-1 and small group provision for targeted children in phonics Training for staff. Additional TA support. Introduction, resourcing and training for use of RWI/letters and sounds initially in Reception class</p>	<p>Some children need targeted support to catch up. (TA)</p> <p>Issue in KS2 with PP children needing reinforcement in phonic understanding and use.</p>	<p>Select courses/training/ materials Staff trained Time allocated for groups to take place Peer observation to share and embed good practice Termly tracking and half-termly pupil progress meetings Regular meetings with English Lead and TAs and updates for Teachers</p>	English Lead	<p>£8000</p> <p>£ 2000</p> <p>£1000</p>	
<p>A and B. Children new to Reception identified and baseline to gain a clear picture of starting points. Areas of weakness identified and plans put in place to diminish the difference.</p>	<p>Inconsistency in starting points for new pupils compared to existing pupils starting points.</p>	<p>Termly tracking and half-termly pupil progress meeting outcomes. Children make good progress from their starting points.</p>	EYFS	<p>In house and working with other schools</p> <p>£5,000</p>	
<p>C. 1-2-1 and small group provision for targeted children with English as an additional language. Target class, group and individual writing skills and development.</p>	<p>Some children need further support to accelerate progress.</p> <p>PP issue that reading and writing levels do not collate</p>	<p>TA timetabled to deliver targeted support. Ensure TA continues to access quality training. Termly tracking and half-termly pupil progress meeting outcomes.</p>	<p>Class teachers</p> <p>Whole school approach to Talk 4 Writing</p> <p>Guided reading and writing led by class teachers and monitored by Reading Lead</p>	<p>£5000 + any training updates</p> <p>£12,000</p>	

			Teacher and SLT.		
D Regular contact with parents. Involvement of school Attendance monitor.. Children with poor attendance to be offered access to before and after school /sports clubs to encourage attendance.	Children need to attend school to make good progress.	Regular checks on targeted pupils' attendance. First day response to follow up absence. Involvement of Attendance monitor, to contact the family.	Headteacher/Consultant Head	+ TA time £500	
E. Small group interventions and support for all PP children (and others) focused and targeted in maths, reading, spelling. led by teacher and teaching assistants	Using small groups and focused teachings allows targeted children to make accelerated progress.	Pupil progress half termly. Use of assessment to monitor. Monitoring of learning. Discuss concerns /progress with parents.	SLT Maths and ECAR Lead Teacher, Better Reading Partner Lead and TA.	Additional teacher and TA Release of Reading lead £20,000 £ 15,000 £12,599	
F .Provide learning opportunities for targeted children outside of school i.e. trips, residential and clubs in school	Increase children's experiences outside locality.	PP children able to access opportunities to develop experiences outside of school. Visits to local attractions including farms, cinemas, ice skating, museum visits and theatre	SLT	£1000 £5000 allocated for residential trip £3000	
G and H. Caritas Social Worker for Counselling. Working with vulnerable PP pupils	Identified pupils are more able to manage their emotions, resulting in fewer behaviour incidents. Pupil voice is important in making actions effective.	Children report feeling more able to manage emotions more effectively, able to communicate their feelings, fewer behaviour incidents for them. Pupil voice reflected in	Head teacher	£ 10000	

Give a child the best conditions for learning when in school e.g. lack of basics such as uniform Providing uniform		school behaviour policy. Uniforms		£4000	
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Headline Measure		Pupils eligible for PP pupils	
% achieving national standard in reading, writing & maths		41.7%	
% achieving the higher standard in reading, writing and mathematics		0%	
pupils' progress score in reading		66.7%	16.6% GD
pupils' progress score in writing		58.3%	8.3% GD
pupils' progress score in mathematics		41.7%	



