

St Ninian Catholic Federation of Carlisle

St Cuthbert's Catholic Primary School

Pupil Premium Strategy Statement– spend 2017-18

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils	96
Total number of pupils eligible for PPG	49
E6 children	£63,360
Looked After Children	£1900
Service Children E4	NA
Early Years PP	
Total PPG	£64,260

**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 +2.2 Top 25% against national progress 2016
Writing +0.5 Middle 20% against national progress 2016
Maths -0.7 Middle 20% against national progress 2016

Average Scaled scores

Reading Nat 104 St Cuthbert's 102

SPAG Nat 106 St Cuthbert's 102

Maths Nat 104 St Cuthbert's 99

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 mathematics 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

Our school is in an area of high

need

Action plan September 2017-18

EEF toolkit	Project / provision / item	Objectives	Outcomes (Completed at end of year)
Additional teaching resource	Additional teaching resource reducing class sizes in KS2 leading to more dedicated pupil / teacher time for feedback etc	<p>Enable more pupil feedback time with Classteachers by reducing class sizes.</p> <p>Use a Specialist Leader in Education to lead specific maths improvement</p> <p>Enable leaders to have time to specifically monitor the outcomes and progress of pupils entitled to pupil premium</p>	
Feedback +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>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>Readiness for school +6 months</p>	<p>Free Breakfast Club</p>	<p>All pupil premium children able to access Breakfast Club free every school day from 8am.</p> <p>This enables a calm start to each day, a good breakfast, social interaction and a chance to start educational activities early.</p>	
<p>Digital technology +4 months</p>	<p>Laptops Guided teaching groups Curriculum software</p>	<p>Software allows staff to focus on learning and teaching goals</p> <p>Ensuring that the technology supports pupils to work harder, longer and more efficiently to improve learning – PM sessions –</p>	

	<p>programme</p> <p>Rapid read programme</p> <p>Video observations and coaching</p>	<p>conferencing / focused activities</p> <p>Direct reading intervention programme targeting pupils who are behind their chronological reading age</p> <p>Training for Staff – INSET</p> <p>Staff triads – peer to peer support</p>	
<p>Homework</p> <p>+3 months</p>	<p>Short focused tasks relating directly to what is being taught that week</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 5 and 6</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>Outdoor adventure learning</p> <p>+3 months</p>	<p>Dove Cottage Visit</p> <p>Lancaster Visit</p> <p>Ingleborough Caves</p> <p>Residential Trips: Manor Adventure, Ampleforth</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>	
<p>Parental Involvement</p> <p>+4 months</p> <p>Behaviour +4 months Social / emotional</p> <p>Early Years</p> <p>+6 months</p>	<p>Parental Open Evenings – curriculum expectations.</p> <p>Speech and language in EY, Foundation & KS1.</p> <p>Adult learning – helping your child to improve</p> <p>Online resources –</p>	<p>Parents to gain a better understanding of the system - Open Evening caters for this.</p> <p>1 to 1 intervention by specialist staff.</p> <p>After school sessions/online activities help to remove barriers for parents.</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>	

	<p>YouTube channel, "How to..." numeracy videos and "Read Along" literacy.</p> <p>Tapestry – training for Parents</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>	
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>Class novels – 4/6 sets per Key Stage</p> <p>Learning Resource Centre development</p>	<p>Clear identification of reading difficulties</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 laptops and computer systems purchased.</p> <p>Computer access in all classrooms.</p> <p>CPD - staff</p>	<p>In depth study linked to new curriculum</p> <p>Use tables for pre / post tutoring</p> <p>Greater use of tech to support problem solving.</p>	

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	

