

Pupil premium strategy statement - St Cecilia's Catholic Infant & Nursery School



1. Summary information					
School	St Cecilia's Catholic Infant and Nursery School				
Academic Year	2017/18	Total PP budget	£49,640	Date of most recent PP Review	5/3/18
Total number of pupils	176	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2018

Pupil premium pupils for 2017-2018 will include pupils recorded in the April 2017 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address any inequalities identified between them and their non pupil premium peers. It is for schools to decide how the additional funding is spent and part of the accountability for this is to publish spending and impact on the school's website. At St. Cecilia's Catholic Infant & Nursery School we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children and their progress enables us to provide opportunities that best match the needs of the child.

CHILDREN AT AGE RELATED EXPECTATIONS	AUTUMN	SPRING	SUMMER
	PP	PP	
Reading	41%	48%	
Writing	33%	41%	
Maths	45%	62%	

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Improve the effectiveness of phonics provision in Early Years so children make as good a start as possible in Year 1	
B.	PP children 's attainment in maths in KS1.	
C.	PP children's attainment in writing across school.	
D.	Social and emotional needs of some PP children are affecting their ability to access the curriculum and make progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of PP children in Phase 4 phonics at the end of Reception.	PP children at phase 3ii/4 phonics will increase from 22%(16-17)

B.	PP children access 1 st class@number interventions and small group support with Mrs Crilly/Mr Fitzsimmons	Improved out comes from children's starting points using entrance and exit data (Baseline 58% at EXP+)
C.	PP children access A2Z writing intervention programme and small group support wit Mrs Crilly/Mr Fitzsimmons.	Improved out comes from children's starting points using entrance and exit data (Baseline 43% at EXP+)
D.	PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well.
E.	Increased attendance/punctuality rates for PP children.	Reduce the number of persistent absentees among PP children from 14% (16-17)

4. Planned expenditure					
Academic year		2017-18			
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?
Improve % of PP children at ARE in Phonics	'Quality First Teaching' Small focus groups Children streamed across cohorts to match ability need and provide challenge.	This approach enables targeted support to ensure progress and appropriate challenge for all pupils. To accelerate progress through phonic phases.	Monitoring of practice and data analysis by phonic lead. Staff review meetings held regularly to evaluate groups and individuals. Book scrutiny Progress meetings Learning walks School Improvement Support	P.P. Lead Assessment Lead Class Teachers Phonic lead Literacy Lead	Half-Termly
PP children to make improvements in writing outcomes from their starting points.	'Quality First Teaching' Targeted support/small focus groups Role Play opportunities throughout the school in each year group. NDD exercise programme Use the 'immerse, analyse and write teaching sequence (SIO)	Use of cookery/music/dance ICT groupings to target children for support in KS1. Children in flexible groupings to ensure pitch and challenge is appropriate. Children require the physical capability to write and before they can 'write' it they have to be able to 'speak' it. The process of 'immerse', analyse and write' scaffold's the development of children's knowledge and skills to improve writing and edit and make changes.	Monitoring by Literacy Lead Book scrutiny Progress meetings Learning walks School Improvement Support	P.P. Lead Assessment Lead Class Teachers Literacy Lead Mr Fitzsimmons	Half-Termly

PP children to make improvements in maths outcomes from their starting points	Quality First Teaching' Targeted support/small focus groups Use the "revisit, consolidate and move on" model with staggered input in KS1 (SIO)	Use of cookery/music/dance ICT groupings to target children for support in KS1. Children in flexible groupings to ensure pitch and challenge is appropriate. Formative assessment used sharply to inform planning and provide support /challenge.	Monitoring by Literacy Lead Book scrutiny Progress meetings Learning walks School Improvement Support	P.P. Lead Assessment Lead Class Teachers Maths Lead Mr Fitzsimmons	Half-Termly
Social and emotional needs are identified and children are given support to develop strategies to improve resilience.	Focused provision, interventions and curriculum provision -Learning Mentor -food worker -NDD specialist -financial support for vulnerable families for breakfast, after-school and holiday club. -school mini bus for outings -Lego therapy -Thera-play -Recorder Club -Gardening Club -Swimming -Sign Language	Children will access high quality opportunities with some specialist staff, to improve and develop their confidence and self-esteem. Communication skills will improve and well-being will be impacted through enriching experiences.	Monitoring by Class Teacher, P.P Lead/Assessment Lead Pupil voice Evaluation of pupil's wellbeing and attitudes to learning	Mrs Mac Gregor Class Teachers Teaching Assistants Music Specialist	Half-Termly After programme delivery

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?
Improved % of PP children in Phase 4 phonics at the end of Reception.	Children taught in 3 groups across the cohort 4 times per week.	Targeted support to pitch activities at the appropriate level for the phonic phase. To build in challenge to each group. HA children linked to writing.	Monitoring of practice and data analysis by phonic lead. Staff review meetings held regularly to evaluate groups and individuals.	EY's staff Mrs Thistleton	Half termly
PP children to make improvements in writing outcomes from their starting points.	A2Z writing intervention. Targeted support in small groups. NDD exercise programme Mr Fitzsimmons providing focused support.	Data and feed-back from class teachers demonstrates the programme works very well for targeted children. After data/progress analysis, children are identified for support/extension in class.	Monitoring and tracking of data. Tracking of progress and attainment and feedback between Mr Fitzsimmons and class teachers.	Class teachers Mrs Tysoe Mr Fitzsimmons	At the end of the programme. Half termly

PP children to make improvements in maths outcomes from their starting points.	1 st class@number intervention Mr Fitzsimmons providing focused support.	Data and feed-back from class teachers demonstrates the programme works very well for targeted children. After data/progress analysis, children are identified for support/extension in class.	Monitoring and tracking of data. Tracking of progress and attainment and feedback between Mr Fitzsimmons and class teachers.	Class teachers Mrs Tysoe Mr Fitzsimmons	At the end of the programme. Half termly
Social and emotional needs are identified and children are given support to develop strategies to improve resilience.	Focused provision, interventions and curriculum provision -learning mentor -food worker -NDD specialist -Play therapist -financial support for vulnerable families for breakfast, after-school and holiday club. -school mini bus for outings -Lego therapy -Thera-play	Children will access high quality opportunities with some specialist staff, to improve and develop their confidence and self-esteem. Communication skills will improve and well-being will be impacted through enriching experiences.	Pupil voice. Tracking outcomes of focused provision.	Mrs Mac Gregor and class teachers	Half-termly After programme delivered

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?
Increased attendance and punctuality rates for PP children.	Learning Mentor to work with children and families to remove barriers to learning.	Learning Mentor to be involved in addressing issues around attendance and punctuality eg sleep and routine, tracking data, meetings with parents.	Learning Mentor to be involved in family meetings and lead on EHAT's where appropriate.	Head teacher /Learning Mentor	Half termly Full review Summer 2017