



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

1. Summary information					
<b>School</b>	St Cecilia's Catholic Infant and Nursery School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£49,640	<b>Date of most recent PP Review</b>	5/3/18
<b>Total number of pupils</b>	176	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	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
	All PP children	PP	PP
Reading	41%	48%	69% <b>(+28%)</b>
Writing	33%	41%	53% <b>(+20%)</b>
Maths	45%	62%	72% <b>(+17%)</b>

### 2. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- |           |                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b> | Improve the effectiveness of phonics provision in Early Years so children make as good a start as possible in Year 1   |
| <b>B.</b> | PP children's attainment in maths in KS1.                                                                              |
| <b>C.</b> | PP children's attainment in writing across school.                                                                     |
| <b>D.</b> | Social and emotional needs of some PP children are affecting their ability to access the curriculum and make progress. |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- |           |                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>E.</b> | 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>
--	-------------------------------------------------------	-------------------------

<b>A.</b>	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>Summer result- 33%</b>
<b>B.</b>	PP children access 1 <sup>st</sup> class@number interventions and small group support with Mrs Crilly/Mr Fitzsimmons KS1	Improved out comes from children's starting points using entrance and exit data ( Baseline 58% at EXP+ ) <b>Summer result- 70% at EXP+</b>
<b>C.</b>	PP children access A2Z writing intervention programme and small group support with Mrs Crilly/Mr Fitzsimmons. KS1	Improved out comes from children's starting points using entrance and exit data ( Baseline 43% at EXP+) <b>Summer result- Summer result 53% at EXP+</b> Before and after data demonstrate those children who accessed the programme could write an average of 5 key words before and 10 after. Pupil voice and adult feedback indicates children demonstrate improved confidence and resilience in writing.
<b>D.</b>	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. <b>Summer result-</b> Through pupil voice meetings and adult feedback, children demonstrate improved confidence and resilience. They are keen to learn, are more independent and have more social confidence. Returned parent/carer questionnaires show <ul style="list-style-type: none"> <li>• 100% agree that the school supports children to develop positive relationships</li> <li>• 100%strongly agree that the school supports their child to manage their feelings</li> <li>• 100% agree that their child makes good progress in school</li> <li>• 100% agree their child is happy in school</li> </ul>
<b>E.</b>	Increased attendance/punctuality rates for PP children.	Reduce the number of persistent absentees among PP children from 14% (16-17 school age children) <b>Summer result- 13% (17-18 school age children) With 2 children disaggregated (J R-L/PH who have had significant EWO input) it stands at 6%</b> <b>Two children have an improved their attendance by 26% and 11% in Reception</b> <b>Average attendance for <u>all</u> PP 17-18 was 93% and is 95% to June 18</b>