



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	2016/17	Total PP budget	£60,838	Date of most recent PP Review	N/A
Total number of pupils	215	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2017

Pupil premium pupils for 2016-17 will include pupils recorded in the April 2016 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.

2. Current attainment

After Spring 2017 assessments	<i>Pupils eligible for PP (your school)</i>
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% making progress in reading (EXP+ PROGRESS)	85.7%
% making progress in writing (EXP+PROGRESS)	94.3%
% making progress in maths (EXP+PROGRESS)	100%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Poor oral language skills on entry to nursery and reception classes .
B.	PP children 's progress in writing in KS1.
C.	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)

D.	Low attendance/poor punctuality of PP children reduces their school hours which has a detrimental effect on attainment and progress
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral skills at the end of the EYFS.	PP children make expected or good progress in Communication from their starting points in Nursery/Reception.
B.	PP children to make expected or good progress in writing from Year 1 to Year 2.	From Year 1 October assessments, PP children make at least expected progress at the end of Year 2.
C.	PP children access programmes to raise self esteem, develop positive attitudes to their learning and	A positive impact shown through pupil voice, school data and

	improve resilience.	adult/parental feedback. Children are happy, secure and manage their feelings well.
D.	Increased attendance/punctuality rates for PP children.	Reduce the number of persistent absentees among PP children.

5. Planned expenditure

Academic year	2016-17
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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?
Improved communication at the end of the EYFS.	Focus on questioning skills and encouraging "time to talk" in class / small group activities / review time.	High quality feedback and questioning is a way to improve children's skills as learners and attainment.	Tracking and monitoring of classroom practice through observation/ dialogue at staff meetings.	Mrs Walsh	Summer 2017
Children to make at least expected progress in writing from Year 1 to Year 2.	A2Z writing intervention Small focus group. Talk for write strategies used. Curriculum activities provided by specialists eg. dance, ICT, cookery . Neurological Developmental Delay specialist Patrick Reade to assess children.	Targeted intervention for those children who require support.	Mrs Tysoe will liaise with TA responsible for delivery of programme and monitor progress.	Mrs Tysoe	After the programme has been implemented.
		Opportunities to give children real life inspiring experiences which give impetus and focus to improve and develop writing skills. Identification of those children who may have a physical/ developmental barrier to improving writing skills.	Tracking and monitoring of progress, attainment. Regular monitoring visits by specialist.	Mrs Mac Gregor	After monitoring visits
Employment of extra staff to provide support in small group or 1:1 activities.	TA's working with children 1:1 in literacy/maths lessons. Teacher supporting all groups across the school for consolidation/extension activities.	In class support under the direction of the teacher will directly impact children's confidence and attitude to learning.	Monitored and guided by class teachers.	Class teachers & Mrs Campbell. Mrs Campbell & class teachers	Half termly
		High quality, regular small group/ 1:1 teaching with a teacher will impact attainment.	Monitoring and tracking of progress by Miss W. and class teacher.		Half termly

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 communication at the end of the EYFS	Extra teacher providing small group focused provision with targeted support for writing, phonics and social language groups.	Targeted support for development of speaking and listening skills.	Termly pupil progress meetings. Attainment/progress reviews.	Mrs Walsh Miss W.	Half termly Summer term
PP children to make expected or good progress in writing from Year 1 to Year 2.	A2Z writing intervention. Extra teacher to provide small group support for writing and phonics. Talk for write strategies.	Programme works very well for targeted children. After data/progress analysis, children are identified for support/extension.	Monitoring and tracking of data. Tracking of progress and attainment and feedback between Miss W. And class teachers.	Mrs Tysoe Miss Simms Class teachers	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 -extra teacher -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	Children will access high quality opportunities with some specialist staff, to improve and develop their confidence. Communication skills will improve and well-being will be impacted through enriching experiences.	Pupil voice. Tracking of progress and attainment and attitudes.	Mrs Mac Gregor and class teachers	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	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

