

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	2018/19	Total PP budget	£39,600	Date of most recent PP Review	5/3/18
Total number of pupils	170	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2019

Pupil premium pupils for 2018-2019 will include pupils recorded in the April 2018 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.

Key Stage One Data

Percentage of children reaching the EXPECTED level or above			
	School 2018	Pupil Premium 2018	National 2017
Reading	68%	67%	76%
Writing	63%	53%	70%
Maths	80%	73%	60%

Phonics Data

Percentage of children achieving the EXPECTED standard			
	School 2018	Pupil Premium 2018	National 2017
Year 1	75%	75%	83%
Year 2	87%	73%	90%

EYFS (End of Reception Data)

	School 2018	Pupil Premium 2018	National 2017
Good Level Of Development (GLD)	67%	43%	72%

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)

A.	Improve outcomes in Communication, Language and Literacy for PP children in EY's to impact on GLD and reading and writing skills in KS1.
B.	PP children make less progress in writing than their NPP peers in KS1 which impacts on end of KS attainment
C.	PP children make less progress in reading than their NPP peers in KS1 which impacts on end of KS attainment
D.	Social and emotional needs of some PP children are affecting their ability to access the curriculum and make progress and for some children this has a detrimental effect on their academic progress.

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

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

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of PP children achieving expected level in Communication, Language and Literacy (CLL) at the end of reception	Most PP children will show a measured improvement of CLL skills after intervention programme. (2018 – 71%)
B.	Higher rates of progress/attainment across KS1 for PP children for writing	Improved out comes from PP starting points to diminish the difference in writing in KS 1.
C.	Higher rates of progress/attainment across KS1 for PP children for reading	Improved out comes from PP starting points to diminish the difference in reading in KS 1. Develop life-long enjoyment and confidence around reading.
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 rates for PP children.	Reduce the number of persistent absentees among PP children from 13% (17-18 school age children)

4. Planned expenditure

Academic year	2018-19
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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

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 CLL	'Quality First Teaching' Small focus/intervention groups Staff training for Talk Boost	This approach enables targeted support to ensure progress and appropriate challenge for all pupils. Improve outcomes	Monitoring of practice and data analysis by EY'S lead. Staff review meetings held regularly to evaluate groups and individuals. Progress meetings Learning walks	EYFS Lead Class Teachers PP Lead	Half-Termly / after programme
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 Talk Boost Programme Use the 'immerse, analyse and write teaching sequence	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 / after the programme
PP children to make improvements in reading outcomes from their starting points	Quality First Teaching' Targeted support/small focus groups for phonics Frequent readers Talk Boost Programme	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 Progress meetings Learning walks School Improvement Support	P.P. Lead Assessment Lead Class Teachers Lit Lead Mr Fitzsimmons	Half-Termly

Social and emotional needs are identified and children are given support to develop strategies to improve resilience.	<p>Focused provision, interventions and curriculum provision</p> <ul style="list-style-type: none"> -Learning Mentor -Seedlings Therapist -food worker -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 	<p>Children will access high quality opportunities with some specialist staff, to improve and develop their confidence and self-esteem.</p> <p>Communication skills will improve and well-being will be impacted through enriching experiences.</p> <p>Identified children will have access to whole class/ group or individual time with therapist.</p>	<p>Monitoring by Class Teacher, P.P Lead/Assessment Lead</p> <p>Pupil voice</p> <p>Evaluation of pupil's wellbeing and attitudes to learning</p>	<p>PP Lead</p> <p>Class Teachers</p> <p>Teaching Assistants</p> <p>Music Specialist</p> <p>Therapist</p>	<p>Half-Termly / After programme delivery</p>
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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 achieving expected level in Communication, Language and Literacy	Early talk boost intervention	To improve attention and listening, vocabulary, story- telling, building sentences and conversation skills through a structured intervention programme	Monitoring of practice and data analysis by EY's lead. Staff review meetings held regularly to evaluate groups and individuals.	Mrs Walsh Mrs Tysoe	At the end of the programme programme £1000
Diminish the difference in PP children's attainment in writing in KS1 at ARE	A2Z writing intervention. Targeted support in small groups. NDD exercise programme Mr Fitzsimmons providing focused support. John Poland- gross motor development	Data and feed-back from class teachers demonstrates the programme has a positive impact on children's progress Fine and gross motor activities develop children's central core to enable improved technical skills for writing	Monitoring and tracking of data. Tracking of progress and attainment Feedback between Mr Fitzsimmons and class teachers.	Class teachers Mrs Tysoe Mr Fitzsimmons TA's John Poland	At the end of the programme. Half termly

Diminish the difference in PP children's attainment in reading in KS1 at ARE	Talk Boost programme Frequent readers Library visits for PP children and Parent/carers – school mini bus to be used. Phonic groups	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 -Seedlings Therapist -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 Therapy 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 rates for PP children.	Learning Mentor to work with children and families to remove barriers to learning. Home visits	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 / PP Lead /Learning Mentor	Weekly Half termly Full review Summer 2019