

# The Holy Spirit Catholic Primary School Pupil premium strategy (Autumn 17)

1. Summary information					
<b>School</b>	The Holy Spirit Catholic Primary School (September 2017)				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£69817	<b>Date of most recent PP Review</b>	Aut 17
<b>Total number of pupils</b>	109	<b>Number of pupils eligible for PP</b>	53 (Jan 17)	<b>Date for next internal review of this strategy</b>	Aut 18

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving age related expectations in reading, writing &amp; maths 2017</b>	<b>25%</b>	61% (national average 2017)
<b>Progress in reading by prior attainment</b>	<b>-0.3</b>	+0.33 (2016)
<b>Progress in writing by prior attainment</b>	<b>-4.3</b>	+0.12 (2016)
<b>Progress in maths by prior attainment</b>	<b>-3.3</b>	+0.24 (2016)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
<b>A.</b>	Poor oral language skills on entry to school, children with Speech and Language difficulties	
<b>B.</b>	Low expectations	
<b>C.</b>	Vulnerable children with Attachment difficulties and behavioural issues	
External barriers (issues which also require action outside school,)		
<b>D.</b>	Low attendance of vulnerable families	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	Implement Talk for writing in R / 1 and 2 Embed mastery in maths	Talk for writing Mastery Embedded
<b>B.</b>	Quality first teaching that identifies and overcomes barriers for vulnerable children	Children tracked with rigour
<b>C.</b>	Development of a nurturing school ethos that challenges low expectation	Nurturing school Award
<b>D.</b>	A highly trained staff able to implement and measure impact of school interventions	TEEP training embedded

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>In the Academic Year 2017/18 The school has a £77, 991 pupil Premium allocation</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged gap is diminished Year on year.	Mastery approach is developed and embedded in the school with a focus on Reading and Maths	<p>Maths results from the previous year shows that the children are not attaining in Maths. Hypothesis is that Maths approach in school. The school will focus on Reading and Maths. TEEP provides learning communities with a framework which has a strong pedagogical foundation to support a consistent approach to teaching and learning through:</p> <ul style="list-style-type: none"> <li>□ translating the available research on teacher and learner effectiveness</li> <li>□ placing teachers in the</li> </ul>	<p>Successful Bid to be part of NW3 hub and access to mastery approach training. Match funding to access quality resources. Staff INSET on TEEP teaching will be embedded throughout the school.</p> <p>Regular staff meetings to ensure staff supported.</p> <p>Rigorous identification of Different groups especially The disadvantaged groups</p> <p>Linked to School</p>	AHT	<p>July 2018 – a thorough review of all groups.</p> <p>Ongoing Rigorous tracking through the year.</p>

Phonic teaching Embed Mastery Embed Talk for writing.	Support for all staff – especially the staff new to Year 1 and 2  Support from the Literacy Company to implement mastery in Reading.	Literacy Company has proven. Staff booked on mastery training in Reading for each year group and for Maths delivered via the North West Hub.  Develop with work on supporting the teaching of Guided reading	Outside Consultant joint learning walks with Literacy lead.  Action plan  Rigorous tracking of the Phonics data in school  Check the reading books are matched well to the year group expectation.	AHT	July 2018 – a thorough review of all groups.  Ongoing Rigorous tracking through the year.
					£5000 staff training
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged children - identified	In class intervention based on secure assessments.	Increasing the teacher's knowledge of the children and raising teacher expectation.	File in class identifies the disadvantaged children  Monitor the intervention	HT	July 2018 – a thorough review of all groups.  Ongoing Rigorous tracking through the year.
Staffing – use staff as a resource to reduce the gap In the lower KS2	To employ a TA and a teacher to reduce class sizes and target vulnerable cohorts	High staff ratio to ensure more targeted intervention	Regular monitoring  Monitoring of specific children	HT	July 2017 – a thorough review of all groups.  Ongoing Rigorous tracking through the year.

					Total budgeted cost	Staffing Costs Teacher
<b>iii. Other approaches</b>						
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?	
Nurture group award – to continue to support and embed.	To support the children in KS1 with attachment difficulties	Halton is committed to Nurture groups – strong evidence they work from in school data and OFSTED case studies	Part of the Nurture group strategy. Baseline data and measure progress through the year.  Support from the Nurture group network to become Nurturing school	John McDonald	Track the nurture group children as they move through the school in July 2018	
					Total budgeted cost	Staffing costs

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

<b>6. Review of expenditure</b>				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
			For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why.	
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Providing quality training from external providers for all teaching staff to improve standards in delivery, assessment for learning and feedback.
- Embed Talk for writing in Reception / Year 1/ Year 2 and Year 3
- Providing staff development from within the school to improve standards in delivery, assessment for learning and feedback.
- Providing learners with opportunities to work alongside professional teachers in areas where they excel to inspire and develop their learning and skills.
- Providing pupils entitled to Pupil Premium with new technology to develop teaching and learning within school.
- Acquiring effective materials for pupils entitled to Pupil Premium aimed at raising standards and self-esteem.
- Look to develop the Mastery approach in Maths with support from NW3 HUB and to join the Ignite teaching school alliance – work together on developing the Curriculum for the children in our school.
- Seek to continue