



OUR LADY STAR OF THE SEA
PRIMARY SCHOOL

Our Lady Star of the Sea Catholic Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information

Academic Year	2018-19	Total PP budget	£56,760	Date of most recent PP Review	September 2018
Total number of pupils	113	Number of pupils eligible for PP	59	Date of next PP Strategy Review	September 2019

2. Current Attainment

Based on KS2 2018 Results	Pupils eligible for PP	All Pupils (National Average)
% achieving expected standard or above in reading, writing and maths	43%	53%
% achieving expected standard or above in reading	57%	75%
% achieving expected standard or above in writing	71%	78%
% achieving expected standard or above in mathematics	57%	76%

% achieving expected standard for GPS	71%	78%
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3. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
A	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in writing.
B	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Reading.
C	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in maths.
D	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Grammar, Punctuation and Spelling (GPS).
External barriers	
E	Social and emotional difficulties impact on the progress of certain PP pupils
F	Attendance issues impact on performance of some PP pupils (School monitors attendance closely)

4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	To raise attainment in writing in line with peers	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for writing.
B	To raise the % of PP attaining the standard in reading	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for reading.
C	To raise the % of PP attaining the standard in GPS	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for GPS.
D	To raise the % of PP attaining the standard in Mathematics	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for mathematics.
E	Children work with greater independence. Provision to support children's Emotional issues and problems is embedded in the school.	Monitoring processes show that children are more independent and show resilience when working on challenges and problems. Children feel listened to and have developed strategies to develop and support their resilience.
E	Fewer recorded incidents of unacceptable behaviour	Over time fewer incidents recorded. Fewer children referred to GLC.

F	Attendance for PPG has improved over the year	Increase % of PP children achieving over 90% attendance.

5. Planned expenditure

i. Quality teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
To further raise standards in maths across the school	Embed agreed approaches for the quality of teaching of maths across the curriculum. Staff training. Maths mastery approach.	Quality teaching first delivers well-matched, deep and enriching activities to stimulate and develop mathematical understanding. Opportunity for Maths Mastery for all – provides children with solid foundations in mathematics. Children learning of mathematics is routed in practical – problem solving – real life approach – consequently children’s understanding is deeper.	Monitoring of lessons, planning and tracking of progress. Maths Co-ordinator has a good understanding of strengths and weaknesses across the school and is able to provide high quality support.	Maths Co-ord. CT.	Dec. ‘18 March 2019 June 2019
To further raise standards in writing across the school	Embed agreed approaches for the quality of teaching of writing across the curriculum. Staff training. Moderation of writing.	Quality teaching first delivers well-matched, deep and enriching activities to stimulate writing.	Planning and work scrutiny. Classroom observations of teaching of writing. Literacy Subject leader to support colleagues to ensure quality teaching of Writing. Time provided to monitor implementation and support.	Literacy Subject leader. ELS	Dec. ‘18 March 2019 June 2019
Total budget cost: £12,000					

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
Diamond and Emerald Power	Staff training in ‘Diamond and Emerald Power’.	Children are provided with skills to support them in being	Staff to ensure that weekly identified challenges are set and displayed.	AHT EHT	22 nd January 2019 – training with Dr Tom.

approaches to improve positive behaviour, resilience and independence across the school	Emotional Well-Being and Resilience Co-Ordinator employed – 1 ½ days per week. Counsellor – ½ per fortnight.	independent learners. (Research carried out by Dr Tom Robson) Children develop their resilience through ‘emerald power.’ Vulnerable children provided with opportunities to discuss issues/problems with school counsellor or Emotional Well-being Co-ord. This service provides a support network which will provide children with the tools to become more resilient and in control of emotions.	Diamonds and Diamond Power Displays are clearly visible in all classrooms and challenges are regularly changed to show challenges have been achieved. Renew training for staff and children – Dr Tom to work in school to develop understanding. Monitoring of Counselling and Emotional Well-being sessions.		Reviewed weekly during staff meetings. Review of support provided by Counsellor and EWC – termly.
Total budget cost: £12,000					
Improve progress for pupils who are not meeting ARE.	Weekly small group sessions in Maths and Literacy with additional teachers, in addition to standard lessons.	Provide extra support to accelerate progress. Small differentiated group intervention focusing on basic skills and consolidation of number facts, spellings, grammar and punctuation.	Timetabled intervention support. Teacher to monitor progress. Impact of support overseen by Literacy and Numeracy Subject Leaders. EHT to monitor tracking and receive regular updates of progress. Short notes written with parents – and reviewed termly.	Numeracy/ Literacy Subject leader.	Half termly.
Improved progress for more-able pupils in maths.	KS2: Booster sessions – twice a week (after school.) KS1/2: Additional teacher two days per week.	Additional support and intensive teaching to accelerate and ensure progress. Small group interventions with highly qualified staff have been shown to be effective.	Impact overseen by Maths and Literacy Subject leaders and reported back to Deputy Headteacher and Exec. Headteacher.	Numeracy/ Literacy Subject leader	Half termly.
Improved progress in grammar, punctuation and spelling. Improved quality and quantity of writing.	Additional lesson focus on basic Literacy skills. Increased number of sessions/opportunities to write at length in Literacy and across the curriculum.	Small group interventions – proved to be highly effective. Well-structured and differentiated lessons focusing on needs of targeted children – ensures that pupils receive necessary intervention and support.	Monitoring of planning and evaluation of lessons and children’s work. Tracking of pupils’ progress. Reviews of short notes.	Numeracy/ Literacy Subject leader Class teacher/s	Half termly

Total budget cost: £23,000

iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
Improved attendance.	Attendance incentives: Certificates, badges and vouchers. Pupils with over 95% attendance receive a trip to the cinema.	Children enjoy receiving rewards – incentives provide an additional motivation and driver.	Termly 100% attendance rewards given out during end of term assemblies and annual award assembly. % pupils who attend end of year cinema trip has improved from previous year. EHT and Admin to monitor attendance closely – children with poor attendance – parents are sent letters and invited to strategy meetings – targets set.	EHT TF/MW admin.	Half termly.
Consistency in completing homework on a regular basis. Improvement in the quality of Homework handed in.	Provide pupils with Homework packs.	If children have all necessary stationery and equipment they have no excuse for not being able to complete homework.	Resources are ordered and TAs set up Homework Packs – all children in the school receive a Homework Pack. KS1 and 2 pupils: receive raffle tickets for completing HW – reward incentives are provided to engage children and parents – to ensure that pupils get into good HW habits. KS2: Teachers to keep a record of children completing homework. Any children not handing in HW – teachers to follow up with conversations with parents.	EHT	Termly.
Provision of high quality after school experiences and school visits.	Teachers to ensure that lessons and activities are creative and engaging – use of visitors to school or visits to places of interest are used to provide opportunities to stimulate pupils enthusiasm for learning.	Some children have limited experiences on which to draw on to stimulate creative writing or knowledge of the world we live in – the school is keen to give all children quality experiences to support their learning. The more life experiences children have the	All staff are required to plan for trips/visits/visitors etc. each term to stimulate children's introduction to new topics. EHT oversees clubs, visits and visitors to school.	EHT	Termly.

		more they are able to draw upon first hand experiences – children are more likely to change their ideas and understanding of the world they live in through hands on and real life experiences than they are by being given facts.			
Positive behaviour Management and Diamond Power embedded. Reduction in number attending GLC or facing exclusion.	Teachers to ensure that all pupils effectively know and follow school and classroom rules.	Minimal classroom disruption. GLC used for children who refuse to follow school rules. Children are unable to learn if they are in an environment where children are being disruptive. All children know and follow school rules and know the consequences if they fail to do so.	Monitoring of behaviour around school and in classrooms. Analysist of Behaviour records. Drop in number of children being referred to GLC.	EHT AHT Class teachers	Termly
Total budget cost: £10,000					