



**OUR LADY STAR OF THE SEA**  
**PRIMARY SCHOOL**

# Our Lady Star of the Sea Catholic Primary School Pupil Premium Strategy Statement

## 1. Summary information

<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£56,760	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	111	<b>Number of pupils eligible for PP</b>	43	<b>Date of next PP Strategy Review</b>	September 2018

## 2. Current Attainment

<b>Based on KS2 2018 Results</b>	<b>Pupils eligible for PP</b>	<b>All Pupils (National Average)</b>
% 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%

### 3. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
<b>A</b>	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in writing.
<b>B</b>	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Reading.
<b>C</b>	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in maths.
<b>D</b>	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in Grammar, Punctuation and Spelling (GPS).
External barriers	
<b>E</b>	Social and emotional difficulties impact on the progress of certain PP pupils
<b>F</b>	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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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 support their resilience.
<b>E</b>	Fewer recorded incidents of unacceptable behaviour	Over time fewer incidents recorded. Fewer children referred to GLC.
<b>F</b>	Attendance for PPG has improved over the year	Increase % of PP children achieving over 90% attendance.

## 5. Planned expenditure

<b>i. Quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
Diamond and Emerald Power approaches to improve positive behaviour, resilience and independence across the school	Staff training in 'Diamond Power'	Children are provided with skills to support them in being independent learners. (research carried out by Dr Tom Robson) Children develop their resilience through 'emerald power.'	Staff to ensure that weekly identified challenges are set and displayed. Diamonds and Diamond Power Displays are clearly visible in all classrooms and challenges are regularly changed to show challenges have been achieved.	AHT EHT	March 2018  Sept. 2018
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.	March 2018  Sept. 2018
<b>Total budget cost: £6,000</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
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	KS2: Booster sessions – twice a week (after school.)	Additional support and intensive teaching to accelerate		Numeracy/ Literacy	Half termly.

more-able pupils in maths.	KS1: Additional teacher two days per week.	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.	Subject leader	
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
<b>Total budget cost: £26,000</b>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
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	EHT	Termly.

			to follow up with conversations with parents.		
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 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.	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.
Positive behaviour Management and Diamond Power	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
<b>Total budget cost: £25,000</b>					