

Pupil premium strategy statement

1. Summary information					
School	Our Lady Immaculate Catholic Primary School				
Academic Year	2017/18	Total PP budget	£192,940	Additional expenditure from school budget	£77,918
Total number of pupils	299	Number of pupils eligible for PP	133 (45%)	Date for next internal review of this strategy	Dec 17

2. Current attainment 2017		
	<i>Pupils eligible for PP 26 pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	50%	55%
% making expected standard in reading	69%	71%
% making expected standard in writing	73%	79%
% making expected standard in maths	77%	74%

3. Current progress 2017		
	<i>Pupils eligible for PP 26 pupils</i>	
% making expected/expected+ progress in reading	87%	
% making expected/expected + progress in writing	100%	
% making expected/expected + progress in maths	100%	

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children's data on entry is well below national average. Children's low levels of personal social and emotional development hinders their readiness to learn
B.	Poor speaking and listening skills impact negatively on pupils attainment in reading, writing and phonics
C.	Low starting points of PP children requires accelerated progress in KS1 to make expected levels
D.	Low attainment of PP children in KS2 requires accelerated progress to ensure this group makes expected standards at end of KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Low attendance and high persistent absentee rates. Attendance rates for pupils eligible for PP are 93% (below the target for all children of 97%).
F	Increasing numbers of families with external support or early help support due to SEMH and/or family circumstances
G	High levels of deprivation – Double national figures –impacts upon children's readiness to learn and wellbeing
H	Limited life experiences and low aspirations

2. Outcomes - National data for PP children unavailable for comparison at time of writing(Oct 2017) – In school data used		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in prime learning goals and outcomes for GLD at the end of EYFS	Increased percentage of pupils eligible for PP achieve GLD and prime learning goals. 2016: FSM - 70% GLD, 63.6% CLL 2017 –GLD 57.4% (PP- 27% achieved GLD)
B.	To continue to close the gap in phonics in Y1 for disadvantaged/PP children	Gap between school and national is narrowed in year 1 and year 2 and the gap for groups –girls and disadvantaged (2017) In Y1 79% of disadvantaged and 67%, girls meet standard in phonics
C.	Improved outcomes at expected/greater depth for PP children in reading writing and maths in KS1.	To close the gap between school and national in RWM at KS1 to less than 18%. To close the in school gap that exists between PP and non PP in reading, writing and maths

D.	To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	To build upon the success of 2016/17 PP cohort to ensure needs of 17/18 cohort is met across school
E.	Improved attendance and persistent absence rates for all groups especially PP/ disadvantaged	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93% to 95%.
F.	PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	Children who access self-esteem/play therapy programmes show positive impact from the programme from school data, pupil voice and adult/parental feedback.
G.	PP children and their families have access to any resources or support required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform, school family support worker etc.	Pupil premium children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress . Any barriers to their learning are removed or reduced
H.	Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	PP children are able to broaden their first hand experiences and have full access to broad and balanced curriculum

3. Planned expenditure					
Academic year		2017/18			
Raising attainment in reading writing and maths		Acquiring effective materials		Improving attendance and punctuality	Enrichment
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	Rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
A To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving a GLD	Small class sizes in EYFS to develop quality language and questioning in EYFS. High quality learning environment across EYFS	Baseline and data on entry shows that the children enter well below age related expectation.	Regular half termly monitoring of progress of children through development matters. Termly/half termly SLT pupil progress meetings	E Cox L Smyth	£43,737

	Consistent approaches to behaviour leadership	<p>Staff to role model high quality language and questioning to increase the amount of vocabulary used by the children.</p> <p>Increasing numbers of PP children are entering school with SEMH issues with external support or early help assigned to the family. This can impact upon behaviour and their readiness to learn</p>			
B To continue to close the gap in phonics in Y1/Y2 for disadvantaged/PP children	Small group, high quality teaching of daily phonics with support of 2 additional RR teachers	<p>Evidence: See data above</p> <p>Accelerated teaching in small, differentiated groups.</p> <p>Regular assessments and regrouping when necessary to support children's learning</p> <p>Staff training and monitoring to ensure high quality teaching of phonics in all groups</p>	<p>Monitoring of progress of PP children half termly through assessments and phonics tracker</p> <p>PP children to achieve phonics test</p>	C Bowcock	£18,565
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Reading for reasoning project – resources	<p>Evidence: KS2 reading results 2017 show improvement overall and are in line with national</p> <p>Staff developed comprehension resources with SIL based on high quality texts. These resources will broaden children's exposure to quality reading materials and develop comprehension skills across KS2</p>	<p>Literacy coordinator to gather feedback from staff on new comprehension resource.</p> <p>Monitor children's reading data</p> <p>NFER results show progress from baseline</p> <p>Collecting pupil voice about enjoyment of texts</p>	L Burns SLT	£19,560
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	<p>Small class sizes in KS2</p> <p>Additional Y6 teacher to support PP children through targeted teaching of English and maths</p>	<p>Evidence: See KS2 data above</p> <p>Small group differentiated teaching across year 6 supports accelerated learning of PP pupils to reach expected standards at end of key stage</p>	<p>Targeted children tracked through entry and exit data for maths and English.</p> <p>PP meetings held at class level to focus on progress of Disadvantaged in literacy within smaller classes</p>	SLT SENCO – Mrs Brown	
H Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	Music lessons from specialist teacher including guitar lessons in years 4 and 5	<p>Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will hopefully be a skill for life.</p> <p>All pupils access high quality music lessons. Children have the opportunity to learn to play a musical instrument (guitar)</p>	<p>Year group teachers with support of specialist music teacher assess knowledge of music on termly basis.</p> <p>Children perform for parents regularly and at prize day in summer term.</p> <p>Outcomes will be reported in subject leader report for music.</p>	B Whittaker	£5,812

Total budgeted cost £87,674

ii. Targeted support

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
C Accelerate progress of targeted pupils in reading ensuring in school closure of gap in reading in KS1 is maintained.	Reading recovery 1:1 reading intervention aimed at Y1	Historic data has shown that pupils who access this intervention are able to make on average 18 months progress. Data shows that this intervention has ensured school has closed in school gaps in reading in KS1	High quality teaching will be from Reading recovery trained teacher. On entry and exit data from intervention will be monitored Half termly by RR lead. Assessments will be monitored by the Literacy coordinator and SLT.	C Bowcock	£4,247
C Improved outcomes at expected/greater depth for PP children in reading writing and maths in KS1.	Targeted high quality interventions (EEF) to support maths for PP/LA children Additional support of RR teacher within KS1	Evidence: See data above Teaching assistant trained in first class at number 1. Intervention delivered systematically to targeted group of PP/LA children to ensure accelerated progress Reading recovery delivered 1-1 to PP/LA readers to improve reading age and make accelerated progress	Literacy/maths coordinator to monitor progress of disadvantaged groups in reading and maths. Beginning and end data from intervention analysed for progress Termly data collection analysed by class teachers/ SLT/Lit coordinator SLT progress meetings to target progress and attainment of disadvantaged in reading and maths	SENCO T Cotton L Burns R Garth	£52,245
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Numbers Count 1:1 maths intervention aimed at Y5 – PP/Vulnerable group identified by school	Historic data has shown that pupils who access this intervention are able to make on average 18 months progress . Data shows that this intervention has ensured school has closed in school gaps in mathematics	High quality teaching will be from The Deputy Head teacher. The Sandwell Test will be used to measure on entry and exit data from intervention. Half Termly assessments will be monitored by the SLT.	JBrown	

D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Additional 1-1 /small group support for PP children with SEN Targeted interventions recommended by EEF for literacy and maths across KS2	2 KS2 LSAs trained in maths interventions for Y3, 4 (Success@ arithmetic and 1st class@ number 2) to help plug gaps in PP children's learning and improve confidence in maths 1 LSA trained to deliver English intervention in Y5 (Catch up@ Literacy) to improve confidence in English of PP /LA children Intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential and make accelerated progress	All interventions are taught by trained teaching assistants. All Interventions have on entry and exit data to measure impact.	SENCO TD/CC/CG/CS	£67812
Total budgeted cost					£124,304
Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
E To promote and improve attendance and punctuality of targeted pupils. Increase attendance for Pupil Premium pupils to at least 97%	Additional hours given to increase learning mentors time to focus on early intervention with attendance pupils Additional EWO time purchased Attendance initiatives reviewed to ensure maximum impact	Attendance data for FSM/Ever6 -93% target 97% Learning mentors to lead Improvement in attendance of PP families in EYFS Improve attendance of PP children through monitoring and early help and support Reduced PA"s of PP children Learning mentors to lead whole school incentives for attendance and punctuality. to support schools drive to improve attendance and punctuality rates of PP/disadvantaged children EWO to target potential PA families for home visits, school support	Daily and weekly and half termly monitoring of attendance overseen by head teacher.	A Southworth D Finnigan HT EWO	£17,194
G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.	All PP children and PA families have access to a full/partially subsidised breakfast club	All targeted children offered opportunity to access after school and breakfast club. Attendance at breakfast club ensures children have eaten breakfast and are punctual for school. Also encourages readiness to learn and positive learning behaviours Attendance at breakfast club support attendance and punctuality initiatives	Head teacher and extended schools manager will ensure that targeted families are aware of support available and monitor uptake and involvement	D Finnigan HT	£2,520

<p>A C D Improved outcomes at expected/greater depth for PP children in reading writing in KS1/EYFS/KS2</p>	<p>Class reading/picture books purchased so each child has their own copy. Books donated to all EYFS/KS1 children at end of unit of work.</p> <p>KS2 books kept to facilitate reading of class novels</p> <p>Reading for reasoning project resources</p>	<p>Evidence: see data above for KS1 reading and writing</p> <p>The picture book is the basis of reading and writing focus for the unit of work developed with home and school interests of children. The children have their own copy so that it can support home reading and increase parental involvement. Develops reading for pleasure in all groups and gives PP children access to high quality text.</p>	<p>Book scrutiny of writing and electronic workbook evidence of topic writing and reading</p> <p>Monitoring of PP children's reading Monitoring of Reading records</p> <p>Tracking progress of PP reading and writing.</p> <p>Collecting pupil voice about their experiences of reading in school.</p> <p>Report to governors of impact of initiative</p>	<p>L Burns SLT</p>	<p>£2,250</p>
<p>H Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.</p>	<p>Targeted children to access curriculum enrichment activities at subsidised cost /no cost</p>	<p>This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement in residential activity or curriculum enrichment activity</p>	<p>Trips and visits coordinator will monitor uptake to ensure that non-attendance is not due to financial restraints.</p>	<p>R Garth</p>	<p>£4351</p>
<p>G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.</p>	<p>PP /disadvantaged children have access to subsidised /free uniform, fairshare products, essential equipment for school or for curriculum enrichment activity</p>	<p>To ensure that PP children are not excluded from any activity due to financial circumstances and come to stress free and school ready to learn</p>	<p>Learning mentors and Head teacher to ensure vulnerable families are targeted for this support</p> <p>Report to governors annually</p>	<p>D Finnigan A Southworth C Sergeant</p>	<p>£5,891</p>
	<p>PP/disadvantaged children and families have access to school family support worker</p>	<p>To ensure that any barriers to the child's learning and wellbeing re removed or reduced with support from a professional family worker</p> <p>To ensure that the family are accessing any support available within the community or benefits system</p>	<p>SFSW report midway and at end of placement</p> <p>Clear objectives set by family and SFSW following referral by school</p> <p>Report to governors on levels of support provided</p>	<p>L Mentors Head SENCO</p>	

F PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	PP children have access to military school, Play therapy, Good to be Great, R Time when required	Children who access self-esteem/play therapy programmes show positive impact from the programme from school data, pupil voice and adult/parental feedback	Staff referrals are overseen by SENCO, Pupil voice and parental voice feedback, Targets are shared with teachers so that they can feedback on impact in the classroom. Practitioners feedback. R-time use on entry and exit data using Boxall profiling.	J Brown	£19,276
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	EMTAS specialist teacher to support children and families with basic English and communication skills. Software packages to support tracking and monitoring of progress and attainment of PP children	School evidence shows that when families learn English together their children will make better progress with English. Last year 12 EAL children completed English Speaking Board qualification	Monitoring of progress of EAL/ PP children as a group by teachers and SLT in Progress meetings. SENCO to track progress of group and to target support of EMTAS teacher	J Brown EMTAS	7399
Total budgeted cost					£58,881
Total Planned PP expenditure					£270,859

4. Review of expenditure				
Previous Academic Year		2016-2017		
Quality teaching for all				
Desired Outcome	Chosen action	Estimated impact National data for disadvantaged group is currently unavailable. In school data for this group used currently	Lessons learned	cost
SDP Target 1C,1D To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving a GLD	Small class sizes in EYFS. Consistent approaches to behaviour management and positive learning behaviours	GLD 2017 57% 2.5% increase on 2016. All PP children made expected progress from low baseline data on entry. Most PP children made more than expected progress by summer 17 (in house data).	Successful approach which will continue next year.	£17306
SDP Target 1B Improved outcomes for disadvantaged and boys in Y1 and EYFS phonics	Targeted differentiated teaching groups.	90% pupil premium passed phonics screening 74% of boys passed phonic screening. In school data shows all PP children made expected or better progress in reading	Successful approach to continue next year across EYFS and KS1	£720
SDP Target 1A, 1B, 2B To improve outcomes in writing and to increase the percentage of pupils working at greater depth	Whole school focus on children having opportunities to apply their learning in writing independently and across the curriculum.	KS2-1% increase at greater depth in writing in 2017 Writing attainment in KS2 at expected was 79% (+3% increase on 2016) In school data shows all PP children in Y6 made expected or better progress in writing	Writing attainment in KS1 at expected standard was 50% (-5% decrease on 2016) continued area for focus School continues to need to focus on basic skills of writing including handwriting and application of SPAG in children's writing	£1350
SDP Target 1A, 1B, 1D To increase parental engagement in reading and to increase attainment and progress in KS2 reading	Implement wide ranging reading initiative across school to engage families with home reading and to raise the profile of reading across the school- School reading initiative – school gifts a book to each child and plans unit of work based on book	By the end of KS2 school meets national standard in reading and increased the number of children reading at greater depth by 3% on 2016	Purchase of whole class novels/ story books was a very successful approach which <ul style="list-style-type: none">increased children's participation in reading andled to discussion about text which supported development of comprehension skills	£1884

		In school data shows 87% of PP children make expected or better progress in maths in Y6		
SDP target 1D Improved progress and attainment in literacy for disadvantaged boys and more able	Small class sizes in KS2 Literacy based work focusing on interests of group Reading for reasoning project	7/9 disadvantaged boys achieved expected standard in reading	Supporting more able group of children to achieve greater depth in reading remains a focus of the school Reading at KS1 remains a focus of the school – reading for reasoning resources developed last year to be purchased	£17680
SDP Target 4A To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for Pupil Premium pupils to at least 97%	Learning Mentors to continue to support improvement in parental engagement and improved attendance and reduced PA Learning mentors to lead whole school incentives for attendance and punctuality.	Whole school attendance data summer 17 -94% PP attendance – 93% Gap of 1%	Attendance remains an area for high focus as school is working below national targets. High focus group -PP children and PP PA children where poor attendance remains a barrier to learning. New initiatives 17/18 Additional cost of new learning mentor Additional cost of EWO support Attendance initiatives renewed to ensure maximum impact	£19345
SDP Target 2B All pupils access high quality music lessons. Children have the opportunity to learn to play a musical instrument (guitar)	Music lessons from specialist teacher including guitar lessons in years 4 and 5	Music continues to be taught to across the school and in school data shows. All year 4 children (45) learnt how to play the guitar to foundation level for 1 year and performed a concert for their peers	Continue this strategy to ensure all children access high quality music teaching and have the opportunity to learn guitar	£6271
Targeted Support				
Desired Outcome	Chosen action	Estimated impact	Lessons learned	cost
SDP Target 2A,1D,1B Accelerate progress of targeted pupils in mathematics ensuring in school closure of gap in mathematics is maintained.	Numbers Count 1:1 maths intervention aimed at Y5 – Vulnerable group identified by school Introduction of pre teaching strategy to support targeted children	4 pupil premium children made accelerated progress during their intervention more than 20 months' progress in maths In school data shows 83% of PP children in Y5 make expected or better progress in maths	Numbers count intervention programme to continue targeting Y5 autumn term and Y4 Spring/summer to ensure early intervention in 17/18	£13,753

SDP Target 2A,1D,1B Small group and one to one interventions provided by teaching assistant (Direct Phonics Y2, First Class @ Number, First class at arithmetic Read Write A2Z ,FFT, Precision teaching.	Targeted support from teaching assistants across school	In school data shows all pupil premium children are making excellent progress in reading , writing and maths	Targeted maths interventions expanded across KS2 with specialist training for LSAs to ensure high quality delivery Precision teaching to continue due to measured impact	£102,582
SDP Target 2A,1D,1B Accelerate progress of targeted pupil's in reading ensuring in school closure of gap in reading in KS1 is maintained.	Reading recovery 1:1 reading intervention aimed at Y1 School reading initiative – school gifts a book to each child and plans unit of work based on book	Pupil premium children who took part in reading recovery made good progress and increased their reading age by almost 18 months.. Accelerated progress was hindered by poor attendance 63% of PP children achieving expected standard in reading in Y1 All PP children make expected progress or better in Y1 In school data shows 93% of PP children in Y2 make expected or better progress in reading	Reading recovery to continue in school without the cost of continuing contact	£3681
SDP Target 1D Opportunity to read with reading partner twice per week. Promote enjoyment and love of reading resulting in at least expected progress for all pupils involved.	Targeted Reading support for vulnerable pupils from Beanstalk	Beanstalk volunteer worked with 12 disadvantaged children who were either reluctant readers or readers who did not engage in home reading. This enabled these children to improve their reading and have the opportunity to discuss their books and develop a love of reading	This project will not continue next year due to a lack of volunteers	£289

Other Approaches				
Desired Outcome	Chosen action	Estimated impact	Lessons learned	cost
SDP Target 4A All PP children have access to a subsidised breakfast club and after school club.	Targeted children to access extended services, at subsidised cost /no cost	During 2016-17 45 Pupil Premium children access subsidised or fully funded breakfast club each week. Children's attendance and readiness to learn improves Families feel supported knowing children have had a good breakfast and a settled start to their school day	This initiative will continue next year	£5677
SDP Target 2B,1D All PP children have access to school trips and visits to broaden their life experiences	Targeted children to access curriculum enrichment activities at subsidised cost /no cost	During 2016/17 - 173 pupil premium children benefitted from full or partial financial subsidy this ensured that pupil premium children have full access to curriculum enrichment opportunities.	This initiative will continue next year	£3250
SDP Target 1D,1A EAL/asylum seeker children and families develop basic English to aid communication and integration into school and wider community.	EMTAS specialist teacher to support children and families with basic English and communication skills.	12 children with English as an additional language achieved an English Speaking Board qualification	This initiative will continue next year	£694
SDP Target 1D Targeted PP children have access to programmes to raise their self-esteem, ensure emotional wellbeing and readiness to learn	Pupil premium children have access to military school, Play therapy, Good to be Great, R Time when required.	Targeted pupil premium children received positive reinforcement, experienced success, developed resilience and a readiness to learn.	Military school will continue with 1 project in Y3 to support transition Play therapy, R time and good to be good projects will continue next year	£19502

5. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. 45% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families. As a result, an internal system has been developed to track as a unique group, outcomes for “vulnerable families/pupils. This group includes asylum seekers who are not yet able to access benefits.
- In 2016/17 15% of our pupils are EAL and 20% of our families are from minority ethnic groups, which includes a significant influx of Asylum seekers who are newly arrived to the UK. This has been a significant change to our school population over the last 4 years
- in 2016-17 20% of pupils (73 children) have SEN support with 25% of them having been identified as having a speech, language and communication need. 37% of this group have Social emotional and mental health problems and 35% have cognition and learning with a majority having dyslexic tendencies or diagnosis. There is currently one pupils with an EHC plan and I EHC plan pending assessment
- In order to provide our pupils with the best possible education we have invested in a dedicated pastoral team consisting of Inclusion leader, Attendance Officer and Pastoral Manger. The Inclusion leader is a member of the schools Leadership Team. The school has also developed its own R-Time team to support targeted children with Social and emotional challenges which impact upon their readiness to learn at the start of the day.
- The Head teacher is the nominated pupil premium leader. We have also a nominated pupil premium governor who took this role in September 17