



St Charles' RC Primary School

Pupil Premium Strategy Statement 2017/2018

St Charles Summary Information Academic Year 2017-2018

Total number of pupils	183	Number of Pupils eligible for PPG	54	Date of most recent PPG review	September 2017
		Number of Service Children	5	Date for the next internal review of this strategy	April 2018
Total amount (proposed)	£78,480				

Attainment (June 2017)

KS2	Pupils eligible for PPG at St Charles' (with SEND)	All Pupils- National
% of children achieving at or expected in reading, writing and maths	60%	61%
% of children achieving at or expected in reading	80%	71%
% of children achieving at or expected in writing	80%	76%
% of children achieving at or expected in maths	40%	75%
KS1		
% of children achieving at or expected in reading, writing and maths	67%	Not available
% of children achieving at or expected in reading	67%	76%
% of children achieving at or expected in writing	67%	68%
% of children achieving at or expected in maths	67%	75%
EYFS		
% of children achieved a GLD (Literacy, Maths, PSED, PD, C&L)	42%	71%
% of children achieving at or expected in reading	50%	58%
% of children achieving at or expected in writing	42%	62%
% of children achieving at or expected in maths	58%	64%

<p>Key Priority</p>	<p>To remove the barriers for future attainment for Pupil Premium Grant Children:</p> <ul style="list-style-type: none"> 1.1 To improve oral language skills for pupils eligible for PPG in Reception and Y1 by using the Talk Boost intervention 1.2 To improve language and vocabulary for PPG children in EYFS & Y1 by using the Speech & Language resource pack and providing more opportunities for talking before writing. 1.3 To develop children’s experiences of learning outside the classroom 1.4 To develop and strengthen hand grasp and control so letters can be formed correctly using the cursive script. 1.5 To target our PPG children in phonics enabling them to work in smaller phonics groups at their relevant phase. 1.6 To improve the standards of reading for children in Y1 1.7 To improve spelling and reading in KS2 1.8 To develop gross motor skills and whole body co-ordination 1.9 To support our PPG children in writing by leading small group writing interventions where children can develop their vocabulary and generate ideas for writing. 1.10 To target PPG children following Pupil Progress meetings 1.11 To consolidate children’s mathematical understanding and secure their ability of solving mathematical problems 1.12 To develop Social & Emotional behaviour through 1-1 nurture intervention - building up their self-esteem, encouraging them to talk about their feelings in a controlled way and acknowledging that problems can be solved. 1.13 To improve musical skills by providing them with an opportunity to learn a musical instrument 1.14 To have nourished children with improved attention span by providing them with a healthy snack of fruit and milk 1.15 To develop and strengthen parental engagement by inviting PPG children and their parents’ to ‘Crafternoons’ every Thursday afternoons, where they listen to a story and make related crafts 1.16 To provide children with a healthy, nutritious lunch every day
<p>Measures of success for required improvements:</p>	<ul style="list-style-type: none"> 1.1 For pupils eligible for the PPG in Reception and Y1 class to become more confident in talking in front of their peers. This will have a positive impact on their learning and accelerate progress. 1.2 Pupils progress in reading and writing accelerates so that the gap closes. Children will have a developed vocabulary and can produce their own ideas for writing. Children can speak in simple sentences and be able to have a simple, short conversation with an adult. Children to be assessed using PIVATs at the end of each term to show progress. 1.3 Children can confidently talk about their experiences and share their memories. Children to visit the local Post Office and Chemist and show some understanding of why we go here and what happens there 1.4 All children can hold a pencil using the correct grip. Writing to be legible and children take greater pride in the presentation of their work. All children from EYFS upwards can form all letters using the cursive script

1.5 Increased number of children achieving the phonics screening check and being in line with National Expectation at the end of Y1. Improved levels in reading and writing with more children achieving 'Expected' at the end of Y2. By the end of Year 2, all children are accessing the Support for Spelling Programme.

1.6 Half termly testing shows progress is being made and word reading level is increasing.

1.7 Termly testing shows visible progress is being made
-Accurate spelling is being applied in all subject areas.

1.8 Assessment before and after the programme using the Fizzy Programme. Improved co-ordination and balance. Children can hopscotch, skip, jump over hurdles and do a continuous task for at least 20 seconds (such as skipping, throwing or dribbling a ball, balancing on the wobble board).

1.9 -Termly tracking of data and book scrutinies show a clear, visible improvement in the standards of writing in all subject areas. -KLIPs and PIVATs show small steps of progress have been made.

1.10 Children's academic attainment is equitable with their peers.

1.11 Termly tracking of data shows a clear and visible improvement. %age of pupils working at Age Related Expectation at the end of the year has increased.

1.12 Children retain more positive friendships and have a positive attitude towards school and have a 'can do' attitude. Children respond positively to pastoral/ positive play support which is shown in their behaviours towards others. Fewer red and yellow slips being given
An increased number of dojos given for following our school values.

1.13 -Pupil reports and feedback from music teachers.
-Weekly registers to show an increase in the number of children attending music clubs.

1.14 -Up-to date registers kept by the office staff and class teachers of the children receiving this.

1.15 Parents engage in 'Arty Afternoons' by coming to the weekly sessions on Thursday afternoons. Sign in and out sheet to be kept in the Office.

1.16 Children having access to a healthy, balanced diet. Up to date registers kept by the Office Staff

Planned Expenditure (2017-2018)

i). Quality of teaching for all.

Objectives	Action / tasks	Start date	Lead	Support/ Resource	Monitoring/ Quality assurance internal	Cost	Milestone/ Success criteria
1.1 To improve oral language skills in Reception and KS1	Questioning skills from the teacher, circle time and class discussion	Sep 17	Class Teachers	EW	SLT, NMc (Termly)	£1476	-Working walls -Teacher planning and evaluation -Video evidence of children talking, to be added to the shared drive.
	Small group 'Talk Boost' intervention	Aut 2- Spr 2	JT	SP/ RG	SLT, NMc (Termly)		-An organised timetable using resources which are already prepared. -All children are tested on entry and on exit. -Children can graduate from the intervention and no longer need the intervention. -Discussions with teachers to monitor pupils progress in class. -Children are confident when talking in front of their peers
	To select PPG children to lead the school prayer in class	Spr 2	Class Teachers	Class Teaching Assistants	SLT (Termly)		-A list to be kept in class of the children that begin the school prayer - Children are more confident in speaking in front of their peers
1.2 To improve language and vocabulary for PPG children in EYFS & Y1	To have a word of the day for the whole class Teacher/ TA to talk about the meaning of the word and encourage the children to use the word appropriately throughout the day.	Sum 1	Class Teachers	Teaching Assistants	SLT (reviewed half termly)		-Evidence to be kept in a book in class. 'I used the word of the day in the best way' stickers, to be given to children. -Photos to be shared on class dojo!

Planned Expenditure (2017-2018)

i). Quality of teaching for all.

Objectives	Action / tasks	Start date	Lead	Support/ Resource	Monitoring/ Quality assurance internal	Cost	Milestone/ Success criteria
1.3 To develop children's experiences of learning outside the classroom	Educational class trips, visits and residential activities.	Sep 17	RG	VB/PK	SLT, NMc Reviewed annually	£3566	-Trips are carefully planned and relate to the topics being taught. -Children (and parents) are well prepared for the residential activity. -Feedback from children is positive. -Class learning assemblies are used as a way of sharing learning and experiences. -Children can talk positively about their experience
	Small groups of PPG children to visit the local Post Office and Chemist with an adult. To think of questions which they would like to ask the Post Master/ Chemist so they have a better understanding of how the service is used.	Sum 1			Reviewed in July 2018		-Lists of children who have visited shops in the local area to be kept in the office.

ii). Targeted Support

Objectives	Action / tasks	Start date/. End Date	Lead	Support/ Resource	Monitoring/ Quality assurance internal (with dates)	Cost	Milestone/ Success criteria
1.4 To develop and strengthen hand grasp and control so letters can be formed correctly using the cursive script.	Small group fine motor skills interventions which develop hand movement and strength	Aut 1-Sum 2	EW/ MH	RG	HH, SLT (Reviewed at the end of each half term)	£905	-All children can hold a pencil using the correct grip. -Writing to be legible and children take greater pride in the presentation of their work. -All children from EYFS upwards can form all letters using the cursive script
1.5 To target our PPG children in phonics enabling them to work in smaller phonics groups at their relevant phase.	To stream phonics across EFYS and KS1. Ensure all staff are aware of the expectations and to target the PPG children to help close the gap	Aut 2- Sum 2	SP/RG/ ED/GR	ME/MF/JT/ MH	SLT (Reviewed termly)	£3705	-Increased number of children achieving the phonics screening check and being in line with National Expectation at the end of Y1. -Improved levels in reading and writing with more children achieving 'Expected' at the end of Y2. By the end of Year 2, all children are accessing the Support for Spelling Programme.
1.6 To improve the standards of reading for children in Y1	Children who are working 'below' in reading are to take part in the intensive Better Reading programme.	Aut 1- Sum 2	MMK, MH	RG	SLT, NMc (Reviewed at the end of each half term)	£8506	-An organised timetable -Parental support and engagement- parents are working with their children at home. -Half termly testing shows progress is being made and word reading level is increasing. -Accelerated progress is made in class phonics lessons. -A larger number of children achieving the phonics screening check

ii). Targeted Support

Objectives	Action / tasks	Start date/. End Date	Lead	Support/ Resourc e	Monitoring/ Quality assurance internal (with dates)	Cost	Milestone/ Success criteria
1.7 To improve spelling and reading in KS2	1-2-1 and small group provision using the IDL dyslexia intervention 1:4 Guided Reading group focusing on reading for inference	Aut 1-Sum 2	KS2 Class Teachers	KS2 Class Teaching Assistants & EW	RG & SLT (Reviewed termly)	£4286	<ul style="list-style-type: none"> -Class teachers to create an intervention timetable -Children to be tested on entry and then in January, April and July. -Accurate spelling is being applied in all subject areas. -Children to self-check their work for incorrect spellings using a dictionary to aid this if needed.
1.8 To develop gross motor skills and whole body co-ordination	Small group or 1-2-1 motor skills intervention.	Aut 1- Sum 2	EW & MH	RG	SLT (Reviewed at the end of each half term)	£905	<ul style="list-style-type: none"> -Assessment before and after the programme using the Fizzy Programme. -Monitoring sheets to be completed to show what the objective of the session is and whether they have met this. -Improved co-ordination and balance. Children can hopscotch, skip, jump over hurdles and do a continuous task for at least 20 seconds (such as skipping, throwing or dribbling a ball, balancing on the wobble board).

<p>1.9 To support our PPG children in writing by leading small group writing interventions where children can develop their vocabulary and generate ideas for writing.</p>	<p>Small group sunshine writing interventions where children work towards the targets on their KLIPs.</p> <p>Interventions to be specifically planned by class teachers.</p>	<p>Spr 1- Spr 2</p>	<p>MH</p>	<p>GR, ED</p>	<p>HH, VB (Reviewed at the end of each half term)</p>	<p>£492</p>	<p>-Children can begin to think of their own ideas for writing - Children feel more confident in sharing their ideas for writing within a classroom setting -Termly tracking of data and book scrutinies show a clear, visible improvement in the standards of writing. - KLIPs and PIVATs show small steps of progress have been made.</p>
<p>1.10 To target PPG children following Pupil Progress meetings</p>	<p>Group intervention & class support Pre- teaching of new learning Further intervention to consolidate learning</p>	<p>Aut 1- Sum 2</p>	<p>Headteacher</p>	<p>Class Teachers SLT</p>	<p>VB</p>	<p>£29,645</p>	<p>-Children's academic attainment is equitable with their peers.</p>
<p>1.11 To consolidate children's mathematical understanding and secure their ability of solving mathematical problems</p>	<p>Afternoon interventions to support or pre-teach the learning which has taken place in class</p>	<p>Aut 1- Sum 2</p>	<p>Class Teachers</p>	<p>Teaching Assistants</p>	<p>VB (Reviewed at the end of each half term)</p>	<p>£5243</p>	<p>-Termly tracking of data shows a clear and visible improvement. -%age of pupils working at Age Related Expectation at the end of the year has increased.</p>

iii) Other Approaches

Objectives	Action / tasks	Start date/. End Date	Lead	Support/ Resource	Monitoring/ Quality assurance internal (with dates)	Cost	Milestone/ Success criteria
1.12 To encourage our children to develop their Social & Emotional behaviour- by building up their self-esteem, talking about their feelings in a controlled way and acknowledging that problems can be solved.	1-1 counselling and nurture sessions	Autumn 1- Summer 2	PH/CGH	PH, VB	(Reviewed termly)	£9570	-Specialist counsellor who knows the children and who works in our school. -Feedback from class teachers, parents and children about changes in behaviour or attitude. -Improved behaviour, reduction in red and yellow slips. -Analysis of dojo points show more dojos have been given out for following our school values.
1.13 To improve musical skills	To provide children with an opportunity to learn a musical instrument	Aut 1- Sum 2	VB		SLT, NMc (Reviewed Annually)	£2448	-Pupil reports and feedback from music teachers. -Weekly registers to show an increase in the number of children attending music clubs.
1.14 To have well-nourished children with improved attention spans	To promote a healthy lifestyle by providing children with fruit and milk	Aut 1- Sum 2	CH	SR	(Reviewed Annually)	£1980	-Up-to date registers kept by the office staff and class teachers of the children receiving this.
1.15 To develop parental engagement and involvement by inviting PPG children and their parents' to 'Crafternoons' every Thursday afternoon for half an hour	To read stories to the children For parents to make crafts and do fun activities with their	Summer 1 & 2	ME	PH	RG, SLT (Reviewed at the end of each half term)	£176	-Up-to date registers kept by the office staff for the parents that attend -Positive feedback from parents and children -Increased number over the summer term of the number of parents and children attending the sessions

	child in a small group setting						
1.16 To provide children with a healthy, nutritious lunch every day	To promote a healthy lifestyle by offering a varied, balanced diet	Aut 1- Sum 2	CH	VB	Annually	£5577	-Up-to date registers kept by the office staff and class teachers of the children receiving this.
Total Expenditure						£78,480	