



# St Mary's Catholic Primary School

Haig Avenue, Leyland PR25 2QA

01772 422431

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## Pupil Premium Action Plan 2017-2018

### OVERALL TARGETS

To narrow the attainment gap for disadvantaged pupils (DAPs)

### CURRENT SITUATION

Number on roll	297
Number of children eligible for FSM (free school meals)	69 (23%)
Number of children eligible for FSM6 funding (free school meals + children who have been eligible for free school meals at any point in the last 6 years)	101 (34%)
<b>Pupil Premium Grant allocation for financial year 2017/18</b>	<b>£135,400</b>

### Analysing School Performance for 2016/17 (ASP)

Data from the 2016/17 end of Y6 SATs results show that the progress made by disadvantaged pupils (FSM6) within the year group was significantly higher than the national average in writing, above in reading and just above in maths when compared to non disadvantaged pupils (non DAPs).

	Progress score for school's disadvantaged children	National average for non disadvantaged children
Reading	<b>+1.29</b>	+0.33
Writing	<b>+3.24</b>	+0.17
Maths	<b>+0.33</b>	+0.28



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## CURRENT DATA ANALYSIS

## SUMMARY

Table 1

AT OR ABOVE EXS	READING DEC 17	WRITING DEC 17	MATHS DEC 17
Year 1 FSM6	50%	50%	50%
NON FSM6	81%	81%	74%
GAP	<b>-31%</b>	<b>-31%</b>	<b>-24%</b>
Year 2 FSM6	27%	9%	9%
NON FSM6	58%	42%	45%
GAP	<b>-31%</b>	<b>-33%</b>	<b>-36%</b>
Year 3 FSM6	50%	38%	50%
NON FSM6	76%	62%	73%
GAP	<b>-26%</b>	<b>-24%</b>	<b>-23%</b>
Year 4 FSM6	20%	10%	10%
NON FSM6	78%	33%	44%
GAP	<b>-58%</b>	<b>-23%</b>	<b>-34%</b>
Year 5 FSM6	10%	10%	10%
NON FSM6	52%	42%	39%
GAP	<b>-42%</b>	<b>-32%</b>	<b>-29%</b>
Year 6 FSM6	50%	38%	25%
NON FSM6	61%	48%	48%
GAP	<b>-11%</b>	<b>-10%</b>	<b>-23%</b>

Whilst progress is more in line, the current attainment of disadvantaged pupils is below (and in some cases significantly below) that of non disadvantaged children across all key stages and in all subjects (see table 1).

At the end of 2017 the significant variances were:

KEY STAGE	SUBJECT/AREA	ALL PUPILS	NON FSM6	FSM6
EYFS	GLD (good level of development)	50%	58.6%	22%
KS1	EXS or above in writing	58%	62.5%	45%
	EXS in R, Wr and M combined	58%	62.5%	45%
KS2	EXS in maths	73%	85%	59%
	Higher standard in maths	10.8%	15%	5.9%
	Progress score in maths	+ 1.6		+ 0.33
	Higher standard in reading	5.4%	10%	0%
	Higher standard in GPS	8.1%	15%	0%
	Greater depth in writing	10.8%	15%	5.9%

It has also been noted from the December 17 data analysis that the following groups of FSM6 children are making less progress than their comparison group:

- Y1 girls reading, writing
- Y2 boys writing
- Y4 boys reading
- Y4 girls maths
- Y5 boys reading, writing and maths
- Y6 boys reading

(EXS - expected standard, EYFS – Early Years Foundation Stage, R – reading, Wr – writing, M – maths, GPS – grammar, punctuation and spelling)



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## IDENTIFIED BARRIERS TO LEARNING AT ST. MARY'S

BARRIER	CURRENT PROVISION	IMPACT
Attendance	<ul style="list-style-type: none"> <li>• first day response</li> <li>• regular monitoring of attendance for individuals and for pupil groups</li> <li>• termly attendance team meetings</li> <li>• termly traffic light letters sent to parents</li> <li>• Family support worker makes contact with parents to offer support to improve attendance</li> <li>• Weekly attendance certificates and cup</li> <li>• weekly rewards</li> <li>• Termly 100% certificates</li> </ul>	
Holidays taken during term time	<ul style="list-style-type: none"> <li>• Initial letter from head teacher re impact of holidays during term time</li> <li>• If holidays are still taken, Penalty notices are issued</li> </ul>	
Punctuality	<ul style="list-style-type: none"> <li>• External gates closed at 8:50am so parents have to bring children through main entrance and sign them in, giving reason for lateness</li> <li>• support offered via Family support worker for families with genuine reasons for lateness</li> <li>• 'On time all the time' weekly class certificates</li> <li>• Reminders about the impact of missing minutes each day</li> </ul>	
Behaviour choices	<ul style="list-style-type: none"> <li>• Learning mentor plays a pivotal role in monitoring, responding to and supporting children with behaviour issues</li> <li>• Robust Behaviour policy in place which is consistently applied across all year groups</li> <li>• Positive behaviours celebrated</li> <li>• Classdojos used across school to celebrate good choices</li> <li>• Weekly celebration assembly (certificates awarded)</li> <li>• Weekly Head teacher treat for award winners</li> <li>• Staged Behaviour Management Steps</li> <li>• Traffic light system in place in each class</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Personalised behaviour plans</li> <li>• IBPs regularly monitored and evaluated</li> <li>• Good relationships established between parents and learning mentor</li> <li>• Behaviour charts and 'To help' charts</li> <li>• Restorative justice facilitated</li> <li>• Breakfast club for identified children</li> <li>• Nurture group in EYFS to support PSED development</li> <li>• Family Support worker involvement with parents (as and when requested)</li> <li>• Parenting classes offered</li> <li>• Liaison with outside agencies – school nursing team, Children's Social Care, CAMHs, PCSO, Educational Psychologist, SEND team, counselling service, Child Action North West</li> </ul>	
<p>Low expectations/ aspirations</p>	<ul style="list-style-type: none"> <li>• Learning mentor support</li> <li>• Breakfast club</li> <li>• Self esteem groups</li> <li>• Friendship groups</li> <li>• Mindfulness groups</li> <li>• SEAL topics/Values awards</li> <li>• Ethos of 'being the best we can be'</li> </ul>	
<p>Parent's own experience of school</p>	<ul style="list-style-type: none"> <li>• Excellent relationships established between Family Support worker/Learning mentor and families</li> <li>• Weekly 'drop in' sessions for parents to discuss issues with FSW, LM and/or Head teacher / Deputy head teacher</li> <li>• Open door policy</li> <li>• Classdojos for communication</li> <li>• Termly open afternoons to encourage parents to come into school</li> <li>• Termly PTA events</li> <li>• Office staff support parents with admin tasks ie FSM applications</li> </ul>	



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Family issues ie debt, dependency, domestic abuse	<ul style="list-style-type: none"><li>• Family support worker contact/input</li><li>• CAF/TAF meetings</li><li>• Excellent relationships established between school and outside agencies ie Women's refuge, Addaction, local police, local church, archdiocesan funds etc</li><li>• Financial support accessed</li></ul>	
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Actions to be taken (2017-18) to address and reduce identified barriers	Key personnel	Others Involved	Funding/ cost £	Intended impact	Evaluation of Impact	Governor Monitoring & Impact
<p>To continue to develop positive relationships with parents, supporting with any identified needs, including financial support, counselling etc</p> <p>To access the food bank for identified families</p> <p>To provide uniform and other essential items as necessary</p> <p>To provide hampers at Christmas for identified families</p>	JB, AD, VS, LOM, NS	All staff	<p>Includes the employment of</p> <ul style="list-style-type: none"> <li>- 0.6 Family Support worker (JB)</li> <li>- full time Learning Mentor (AD)</li> <li>- 0.8 nurture lead (VS)</li> </ul>	<p>Parents are more confident/willing to approach key staff to discuss issues and request support</p> <p>All parental requests for support are responded to</p>	<p>- 20 families were supported (Christmas'17) with food hampers and gift hampers</p> <p>- 3 families have been supported with rent arrears/debt issues</p>	
To provide nurture and support for children with personal and social issues	AD, VS	All staff		Identified children are more confident and able to express themselves		
<p>To provide breakfast club for identified children</p> <p>To cover the cost of milk for identified FSM6 children</p> <p>To cover the cost of school meals for identified children</p>	AD  Office  Office			<p>Children access the breakfast club which ensures they are in school on time and they have a calm start to the day</p> <p>Identified children have access to milk daily</p> <p>Children have access to a hot meal at lunchtimes</p>		
		<b>SUB TOTAL</b>	£66,973			



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<p>To monitor the attainment and progress of DAPs and ensure intervention/ support is in place to narrow the gap</p> <p>To ensure teaching assistant support and targeted intervention are in place for underachieving DAPs (incs 4 x 1hr per week)</p> <p>To have teaching assistants who provide full time intervention</p> <p>To provide teacher hours as additional intervention for DAPs and preparation for Y6 SATs</p>	<p>LOM, NS, department leads</p>		<p>Level 2B Teaching assistants</p> <p>2 x teacher hours per week</p> <p>1 teacher x 3 days p/wk Summer term 17</p> <p>1 x teacher hour per week (19 wks)</p>	<p>All underachieving DAPs are receiving targeted intervention.</p> <p>Attainment gap is narrowed (termly comparison with table 1)</p>		
		<b>SUB TOTAL</b>	£47,316			
<p>To monitor attendance and punctuality of DAPs and provide support as necessary</p> <p>To have monthly attendance meetings to monitor all attendance</p> <p>Weekly certificates/cup for classes of the week</p> <p>Termly traffic light letters sent to parents</p> <p>Red letter children monitored closely</p>	<p>JB, JB</p>	<p>LW, LOM</p>	<p>JB, JB x 1 hour</p> <p>Paper, copying,</p>	<p>Attendance of DAPs improves and is in line with school target of 96%</p>		
		<b>SUB TOTAL</b>	£3000			



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To run after school maths clubs targeted at Y6 DAPs	JM (gov) , SP, ASB, GM			Attainment in maths improves and is in line with non DAPs		
To purchase quality resources to support the learning in these groups						
		<b>SUB TOTAL</b>	£1000			
To provide specific intervention at lunchtimes for DAP/SEN child	D	NS		Behaviour and the child's ability to manage difficult situations improves		
		<b>SUB TOTAL</b>	£2224			
To provide 'life skills' sessions for 3 SEND DAPs	D, R	JG		Children are more proficient with life skills and self help		
		<b>SUB TOTAL</b>	£4465			
To provide financial support for DAPs to cover the cost of trips/visits/visitors	JB, LOM	Office staff		DAPs are able to participate in all events/trips		
		<b>SUB TOTAL</b>	£1000			
		<b>CURRENT COMMITMENT</b>	<b>£125,978</b>			
		<b>2017/18 FSM6 ALLOCATION</b>	<b>£135,400</b>			
		<b>CURRENT CONTINGENCY (JAN 18)</b>	<b>£9,422</b>			

(WHILST EVERY EFFORT HAS BEEN TAKEN TO ENSURE THESE FIGURES ARE ACCURATE, THE PPG ALLOCATION FOLLOWS THE FINANCIAL CALENDAR WHILST THE PROVISION FOLLOWS THE ACADEMIC YEAR.)