



St Mary's Catholic Primary School

Haig Avenue, Leyland PR25 2QA

01772 422431

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Pupil Premium Action Plan 2017-2018 – evaluation

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%)
Pupil Premium Grant allocation for financial year 2017/18	£135,400

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	+1.29	+0.33
Writing	+3.24	+0.17
Maths	+0.33	+0.28



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CURRENT DATA ANALYSIS

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	-31%	-31%	-24%
Year 2 FSM6	27%	9%	9%
NON FSM6	58%	42%	45%
GAP	-31%	-33%	-36%
Year 3 FSM6	50%	38%	50%
NON FSM6	76%	62%	73%
GAP	-26%	-24%	-23%
Year 4 FSM6	20%	10%	10%
NON FSM6	78%	33%	44%
GAP	-58%	-23%	-34%
Year 5 FSM6	10%	10%	10%
NON FSM6	52%	42%	39%
GAP	-42%	-32%	-29%
Year 6 FSM6	50%	38%	25%
NON FSM6	61%	48%	48%
GAP	-11%	-10%	-23%

SUMMARY

Evaluation – by July 18, the attainment gap was narrowed in each subject in years 2, 3, 4 and 5 and in reading for year 6.

AT OR ABOVE EXS	READING JULY 18	WRITING JULY 18	MATHS JULY 18
Year 1 FSM6	43%	29%	43%
NON FSM6	73%	62%	65%
GAP	-30%	-33%	-22%
Year 2 FSM6	64%	50%	57%
NON FSM6	73%	63%	73%
GAP	-9%	-13%	-26%
Year 3 FSM6	64%	54%	45%
NON FSM6	69%	63%	66%
GAP	-5%	-9%	-21%
Year 4 FSM6	31%	6%	6%
NON FSM6	66%	14%	28%
GAP	-35%	-8%	-22%
Year 5 FSM6	14%	14%	21%
NON FSM6	43%	36%	39%
GAP	-29%	-22%	-18%
Year 6 FSM6	73%	53%	47%
NON FSM6	72%	88%	84%
GAP	+1%	-35%	-37%



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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
EYFS	GLD (good level of development)	50%	58.6%
KS1	EXS or above in writing	58%	62.5%
	EXS in R, Wr and M combined	58%	62.5%
KS2	EXS in maths	73%	85%
	Higher standard in maths	10.8%	15%
	Progress score in maths	+ 1.6	
	Higher standard in reading	5.4%	10%
	Higher standard in GPS	8.1%	15%
	Greater depth in writing	10.8%	15%

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)

Progress is variable across the year groups but there were no subject specific issues.

	Reading		Writing		Maths	
	PPG	Non	PPG	Non	PPG	Non
Reception	3.82	3.68	3.82	3.91	3.36	3.5
Year 1						
Year 2	2.53	3	3.38	2.86	3.07	2.76
Year 3	3.18	3.19	2.72	2.83	2.18	2.84
Year 4	2.69	3.4	1.62	1.95	2.54	2.65
Year 5	1.93	2.75	1.5	2.92	2.21	2.93
Year 6	3.33	3.36	3.26	3.84	3.2	3.6

This was as a result of

- robust monitoring of progress and attainment of all pupil groups
- termly data analysis
- increased accountability
- targeted intervention
- redeployment of key staff with responsibility for intervention
- staff CPD



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IDENTIFIED BARRIERS TO LEARNING AT ST. MARY'S

BARRIER	CURRENT PROVISION	IMPACT
<p>Attendance</p> <p>Holidays taken during term time</p>	<ul style="list-style-type: none"> • first day response • regular monitoring of attendance for individuals and for pupil groups • termly attendance team meetings • termly traffic light letters sent to parents • Family support worker makes contact with parents to offer support to improve attendance • Weekly attendance certificates and cup • weekly rewards • Termly 100% certificates • Initial letter from head teacher re impact of holidays during term time • If holidays are still taken, Penalty notices are issued 	<ul style="list-style-type: none"> • Absence was slightly below the national average for schools with a similar level of deprivation (ISDR) • the attendance of DAPs improved from 7.1 the previous year to 6.7 this year. • Persistence absenteeism decreased for DAPs by over 11% • Penalty notices continue to be issued • Overall attendance is just below the school target at 95.6%
<p>Punctuality</p>	<ul style="list-style-type: none"> • External gates closed at 8:50am so parents have to bring children through main entrance and sign them in, giving reason for lateness • support offered via Family support worker for families with genuine reasons for lateness • 'On time all the time' weekly class certificates • Reminders about the impact of missing minutes each day 	<ul style="list-style-type: none"> • The number of late marks was slightly higher amongst DAPs at 444 than non DAPs at 418 • However, this increased across school due to the introduction of the gates being closed at 8:50am



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Behaviour choices	<ul style="list-style-type: none"> • Learning mentor plays a pivotal role in monitoring, responding to and supporting children with behaviour issues • Robust Behaviour policy in place which is consistently applied across all year groups • Positive behaviours celebrated • Classdojos used across school to celebrate good choices • Weekly celebration assembly (certificates awarded) • Weekly Head teacher treat for award winners • Staged Behaviour Management Steps • Traffic light system in place in each class • Personalised behaviour plans • IBPs regularly monitored and evaluated • Good relationships established between parents and learning mentor • Behaviour charts and 'To help' charts • Restorative justice facilitated • Breakfast club for identified children • Nurture group in EYFS to support PSED development • Family Support worker involvement with parents (as and when requested) • Parenting classes offered • Liaison with outside agencies – school nursing team, Children's Social Care, CAMHs, PCSO, Educational Psychologist, SEND team, counselling service, Child Action North West 	<ul style="list-style-type: none"> • 28 PPG children have been supported directly by the learning mentor • 48 PPG children and their families have been supported by the Family Support worker (74 children in total) • Behaviour has been managed consistently across school • Learning mentor supported staff providing strategies to manage behaviour • Breakfast provided daily for identified children • Break and lunchtime cover for children on stages • No fixed term or permanent exclusions this year
Low expectations/aspirations	<ul style="list-style-type: none"> • Learning mentor support • Breakfast club • Self esteem groups • Friendship groups • Mindfulness groups • SEAL topics/Values awards • Ethos of 'being the best we can be' 	<ul style="list-style-type: none"> • Friendship groups established • Effective relationships in all year groups • Behaviour is good across school • No fixed term or permanent exclusions • Children know they are expected to try hard and be



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<p>Parent's own experience of school</p>	<ul style="list-style-type: none"> • Excellent relationships established between Family Support worker/Learning mentor and families • Weekly 'drop in' sessions for parents to discuss issues with FSW, LM and/or Head teacher / Deputy head teacher • Open door policy • Classdojos for communication • Termly open afternoons to encourage parents to come into school • Termly PTA events • Office staff support parents with admin tasks ie FSM applications 	<p>the best they can be</p> <ul style="list-style-type: none"> • 95% of parents are now registered for classdojo • Weekly drop in sessions were offered • Open door policy offered by all staff • Head and deputy greet the children and parents each morning • Any concerns are dealt with in a timely fashion
<p>Family issues ie debt, dependency, domestic abuse</p>	<ul style="list-style-type: none"> • Family support worker contact/input • CAF/TAF meetings • Excellent relationships established between school and outside agencies ie Women's refuge, Addaction, local police, local church, archdiocesan funds etc • Financial support accessed 	<ul style="list-style-type: none"> • Excellent relationships between pastoral team and parents is evident as is the professional respect for the FSW • 3 families supported to clear rent arrears • Hampers provided at Christmas including food and gifts for 20 families



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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>	<p>JB, AD, VS, LOM, NS</p>	<p>All staff</p>	<p>Includes the employment of</p> <ul style="list-style-type: none"> - 0.6 Family Support worker (JB) - full time Learning Mentor (AD) - 0.8 nurture lead (VS) 	<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>	<ul style="list-style-type: none"> - 20 families were supported (Christmas'17) with food hampers and gift hampers - 3 families have been supported with rent arrears/debt issues - regular communication with parents regarding behaviour - FSW undertook home visits even collecting children refusing to attend school - 4 year 6 children with parents with drink and drug dependency issues were supported - uniform provided for several families - referrals for support from the food bank made for 8 families 	<p>AL</p>
<p>To provide nurture and support for children with personal and social issues</p>	<p>AD, VS</p>	<p>All staff</p>		<p>Identified children are more confident and able to express themselves</p>	<ul style="list-style-type: none"> - 28 children supported directly by learning mentor - identified children accessed nurture support 	<p>I have observed the tremendous impact made by the LM and FSW to children,</p>



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					in EYFS (these children now access all areas of learning with increased confidence and independence)	especially those with behavioural issues. AL
To provide breakfast club for identified children	AD			Children access the breakfast club which ensures they are in school on time and they have a calm start to the day	- 6 children regularly accessed the breakfast club throughout the year - this strategy worked particularly well for a year 6 disadvantaged pupil who benefitted from the opportunity to talk about events at home before having to go to class	AL
To cover the cost of milk for identified FSM6 children	Office			Identified children have access to milk daily		
To cover the cost of school meals for identified children	Office			Children have access to a hot meal at lunchtimes		
		SUB TOTAL	£66,973			
To monitor the attainment and progress of DAPs and ensure intervention/ support is in place to narrow the gap	LOM, NS, department leads		Level 2B Teaching assistants	All underachieving DAPs are receiving targeted intervention.	See pages 1 and 2 of this document for analysis	AL
To ensure teaching assistant support and targeted intervention are in place for underachieving DAPs (incs 4 x 1hr per week)			2 x teacher hours per week	Attainment gap is narrowed (termly comparison with table 1)		
To have teaching assistants who provide full time intervention			1 teacher x 3 days p/wk Summer term 17			
To provide teacher hours as additional intervention for DAPs and preparation for Y6 SATs			1 x teacher hour per week (19 wks)			



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		SUB TOTAL	£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>	JB, JB	LW, LOM	<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>	<p>The attendance of DAPs improved from 7.1 the previous year to 6.7 this year.</p> <p>Work will continue next year with the aim of narrowing the attendance gap with non DAPs.</p>	AL
		SUB TOTAL	£3000			
<p>To run after school maths clubs targeted at Y6 DAPs</p> <p>To purchase quality resources to support the learning in these groups</p>	JM (gov) , SP, ASB, GM			<p>Attainment in maths improves and is in line with non DAPs</p>	<p>-maths progress scores : DAPS -0.78 All pupils -0.28</p> <p>- 3 disadvantaged pupils did not take the maths SAT due to being below the level of the test (all SEND, 1 statemented)</p> <p>- of the 15 disadvantaged pupils, 8 were also on the SEND register</p> <p>- 5 of the 8 DAPs who did not meet the expected standard were on the SEND register</p>	AL



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					<ul style="list-style-type: none"> - 7 of the 15 disadvantaged pupils were supported by the pastoral team throughout all or part of year 6 - 4 of the 8 DAPs who did not meet the expected standard were supported by the pastoral team - intervention was provided during the school day - GCP resources purchased for DAPs children 	
		SUB TOTAL	£1000			
To provide specific intervention at lunchtimes for DAP/SEN child	D	NS		Behaviour and the child's ability to manage difficult situations improves	<ul style="list-style-type: none"> - child supported to manage social situations - ability to do so improved - parental feedback was very positive and acknowledged the effectiveness of the support 	AL
		SUB TOTAL	£2224			
To provide 'life skills' sessions for 3 SEND DAPs	D, R	JG		Children are more proficient with life skills and self help	<ul style="list-style-type: none"> - very effective sessions - parental feedback was very positive - external agencies supported the programme as it met the needs of the identified children 	AL



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		SUB TOTAL	£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	- 2 DAPs were supported with the cost of the residential	Allowing the DAPs to take part iespecially in the residential allows them to develop friendships and social skills AL
		SUB TOTAL	£1000			
		CURRENT COMMITMENT	£125,978			
		2017/18 FSM6 ALLOCATION	£135,400			
		CURRENT CONTINGENCY (JAN 18)	£9,422			

(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.)