



# St Mary's Catholic Primary School

Haig Avenue, Leyland PR25 2QA

01772 422431

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## Pupil Premium Action Plan 2018 – 19

### OVERALL TARGETS

To narrow the attainment gap for disadvantaged pupils (DAPs)  
To improve the overall attendance of DAPs

### CURRENT SITUATION

Number on roll	280
Number of children eligible for FSM (free school meals)	68 (24%)
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)	84 (30%)
<b>Pupil Premium Grant allocation for financial year 2018-19</b>	<b>£125,660</b>

### Analysing School Performance for 2017-18 (ASP)

Data from the 2017/18 end of Y6 SATs results show that the progress made by disadvantaged pupils (FSM6) within the year group was significantly higher in reading when compared to disadvantaged pupils nationally, writing was slightly higher and maths was broadly in line.

	Progress score for school's disadvantaged children	National average for disadvantaged children
Reading	<b>+3.87</b>	-0.59
Writing	<b>+0.04</b>	-0.44
Maths	<b>-0.77</b>	-0.58



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## 17-18 DATA ANALYSIS

## SUMMARY

Table 1

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	<b>-30%</b>	<b>-33%</b>	<b>-22%</b>
Year 2 FSM6	64%	50%	57%
NON FSM6	73%	63%	73%
GAP	<b>-9%</b>	<b>-13%</b>	<b>-26%</b>
Year 3 FSM6	64%	54%	45%
NON FSM6	69%	63%	66%
GAP	<b>-5%</b>	<b>-9%</b>	<b>-21%</b>
Year 4 FSM6	31%	6%	6%
NON FSM6	66%	14%	28%
GAP	<b>-35%</b>	<b>-8%</b>	<b>-22%</b>
Year 5 FSM6	14%	14%	21%
NON FSM6	43%	36%	39%
GAP	<b>-29%</b>	<b>-22%</b>	<b>-18%</b>
Year 6 FSM6	73%	53%	47%
NON FSM6	72%	88%	84%
GAP	<b>+1%</b>	<b>-35%</b>	<b>-37%</b>

July 2018 data:

KEY STAGE	SUBJECT/AREA	ALL PUPILS	NON FSM6	FSM6
EYFS	GLD (good level of development)	65%	73%	50%
KS1	EXS or above in writing	60%	63%	50%
	EXS in R, Wr and M combined	58%	%	%
KS2	EXS in maths	70%	77%	50%
	Higher standard in maths	17%	23%	0%
	Progress score in maths	-0.3		-0.78
	Progress in writing	+1.3	+1.9	0.04
	Greater depth in writing	25%	30%	10%

It has also been noted from the December 18 data analysis that the following groups of FSM6 children are making less progress than their comparison group:

Y1 writing

Y5 writing

(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	SUCCESS CRITERIA	IMPACT
Attendance  Holidays taken during term time	<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</li> <li>• Termly 100% certificates</li> <li>• Annual draw for 100% attendance</li> <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>	<ul style="list-style-type: none"> <li>• Overall attendance is above 96%</li> <li>• DAPs attendance is in line with non DAPs</li> <li>• PAs supported to improve attendance by FSW</li> <li>• Regular communication with parents is in place to support attendance</li> <li>• Pupil access team are involved when attendance does not improve</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> <li>• Personalised behaviour plans</li> <li>• IBPs regularly monitored and evaluated</li> <li>• Good relationships established between parents and learning mentor</li> </ul>	<ul style="list-style-type: none"> <li>• School continues to promote excellent behaviour</li> <li>• Behaviour is managed consistently by all staff (teaching and non teaching)</li> <li>• Training provided to staff when necessary to ensure school's behaviour policy is consistently applied</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Behaviour charts and 'To help' charts</li> <li>• Restorative justice facilitated</li> <li>• Breakfast club for identified children</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>	<ul style="list-style-type: none"> <li>• No permanent exclusions</li> <li>• Outside agencies are involved as necessary to support with behaviour management</li> </ul>	
Low expectations/aspirations	<ul style="list-style-type: none"> <li>• Introduction of 'Growth Mindset' and culture of 'yet'</li> <li>• School to hold a 'careers' event to showcase potential future opportunities</li> <li>• Breakfast club</li> <li>• Self esteem groups</li> <li>• Friendship groups</li> <li>• SEAL topics/Values awards</li> <li>• Ethos of 'being the best we can be'</li> </ul>	<ul style="list-style-type: none"> <li>• Children's own aspirations are raised</li> <li>• Attendance increases</li> <li>• Children are more confident to try new challenges and their perseverance increases</li> </ul>	
Parent's own experience of school	<ul style="list-style-type: none"> <li>• Weekly 'drop in' sessions offered to parents to discuss issues with FSW, LM and/or Head teacher / Deputy head teacher</li> <li>• Open door policy</li> <li>• School develops online presence</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>	<ul style="list-style-type: none"> <li>• Excellent relationships established between Family Support worker/Learning mentor and families</li> <li>• Survey of parents evidences they value the relationships they have with staff</li> </ul>	
Family issues ie debt, dependency, domestic	<ul style="list-style-type: none"> <li>• Family support worker contact/input</li> <li>• CAF/TAF meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel confident that they</li> </ul>	



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<p>abuse</p>	<ul style="list-style-type: none"> <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>	<p>can approach school staff when support is needed</p> <ul style="list-style-type: none"> <li>• Parents feel they have been supported appropriately</li> <li>• Children receive the support as recommended by external agencies</li> <li>• Relationships with outside agencies are maintained, working to provide the best outcomes for ALL children</li> </ul>	
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Actions to be taken (2018 - 19) 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, LM, NH, LOM, NS</p>	<p>All staff</p>	<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</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 in a timely and appropriate way</p>		
<p>To provide nurture and support for children with personal and social issues</p>	<p>LM, VS</p>	<p>All staff</p>		<p>Identified children are more confident and able to express themselves</p> <p>Boxhall profiles evidence the impact of the nurture support for identified children</p>		
<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</p>	<p>LM</p> <p>Office</p> <p>Office</p>			<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</p>		



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for identified children				meal at lunchtimes		
		<b>SUB TOTAL</b>	<b>£54,801</b>			
<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</p> <p>To have teaching assistants who provide full time intervention (not class based)</p> <p>To provide teacher hours as additional intervention for DAPs in preparation for Y6 SATs</p> <p>To purchase quality resources to support the learning in these groups</p>	LOM, NS, department leads		<p>Level 2B Teaching assistant 20 hours per week</p> <p>4 x teacher hours per week (all year)</p> <p>10 teacher hours per week in Spring term to prepare for Y6 SATs</p> <p>Level 2B teaching assistant x 6 hours per week</p> <p>Level 2B teaching assistant x 5 hours per week</p> <p>Level 3 teaching assistant x 4 hours per week</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>	<b>£35,338</b>			



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<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 per month</p> <p>Paper, copying and envelopes x 3 times per year</p>	Attendance of DAPs improves and is in line with school target of 96%		
		<b>SUB TOTAL</b>	<b>£3000</b>			
1 to 1 TA support for identified DAPs with SEND			2 x level 2B teaching assistants x 15 hours each per week			
		<b>SUB TOTAL</b>	<b>£18,000</b>			
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>	<b>£5000</b>			





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	<b>CURRENT COMMITMENT</b>	<b>£116,131</b>	
	2018/19 FSM6 ALLOCATION	£125,660	
	<b>CURRENT CONTINGENCY</b>	<b>£9529</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.)