



1. Summary information					
<b>School</b>	The Marist Catholic Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£46,680	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	401	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	July 2017
2. Current attainment					
Y6 in July 2015			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
Reading attainment - % achieving scaled score of 100+			50%	71%	
Reading expected progress score			-0.2	0 = national expectation	
Writing attainment - % achieving scaled score of 100+			17%	79%	
Writing expected progress			-8.9	0 = national expectation	
Maths attainment - % achieving scaled score of 100+			33%	75%	
Maths expected progress			-5.2	0 = national expectation	
% achieving EXS and above in reading, writing and maths			17%	60%	
Grammar, punctuation and spelling attainment - % achieving ss of 100+			83%	78%	



Average spelling mark		14	15
<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>			
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Progress of PP children is behind that of their peers, particularly in writing, but also in maths. This gap is wider in Y1 and Y3.		
<b>B.</b>	Some behavioural, social and emotional issues are having a detrimental effect on academic progress and that of their peers.		
<b>C.</b>	Approximately 1/3 of children eligible of PP are also learning with EAL or SEND and in a few cases, both.		
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>	Parental expectation and engagement is low for some children. This is sometimes coupled with challenging domestic circumstances.		
<b>E.</b>	Some parents have limited access to the internet to enable pupils to access school computer programs.		
<b>4. Desired outcomes</b>			
	Desired outcomes and how they will be measured	Success criteria	
	Improve teaching, learning, assessment and pupil outcomes in writing, with outcomes for PP children given as a focus in performance management	Percentage of higher attaining pupils eligible for Pupil Premium Funding, achieving at greater depth in Writing and Mathematics is at least in line with national standards.	
	Behavioural, social and emotional issues are addressed	Fewer incidences recorded in class record books, fewer incidences of PP children attending break-time detentions	



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	Children identified as being in more than one vulnerable group make progress in line with that of their peers, with internal tracking showing that they are maintaining ARE	Percentage of pupils eligible for Pupil Premium Funding, achieving ARE in Writing and Mathematics is at least in line with national standards and measurable progress is achieved by pupils with SEND
	Improve parental engagement of parents of PP children with support and interventions offered	Parental expectation and aspiration improves; support on offer is taken up so that PP children reach age related expectations by the end of the year.
	PP children have use of computers in school, both at lunchtime and after school to ensure that they can complete tasks set.	Homework set via online programmes will be completed by PP children



5. Planned expenditure					
Academic year		2016-2017			
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b></p> <p>Improve teaching, learning, assessment and pupil outcomes in writing, with outcomes for PP children given as a focus in performance management</p>	<p>Focus on writing moderation and next steps for learning through the implementation of “Big Writing” ( Ros Wilson)</p> <p>Additional TA support in Y3 and additional SENCo support in Y1</p>	<p>We aim to invest some of the PP funding in longer term changes which will benefit all pupils and develop the good/outstanding practice of all staff.</p> <p>High quality feedback (Hattie – Visible Learning) is an effective way to improve attainment and is an approach which can be embedded across the school.</p> <p>Y3 has been identified as a vulnerable group and PP children will need additional adult support. EYFS data for the current Y1 indicated low attainment in writing.</p>	<p>Use INSET days to deliver training.</p> <p>Use local networks and other agencies to provide training.</p> <p>Subject managers’ / SLT work scrutiny.</p> <p>PP children given high priority at PM: this will ensure visibility and focus for the progress of this group</p> <p>Through lesson observations</p> <p>( internal and external)</p>	<p>HT</p> <p>DHT</p>	<p>July 2017</p>



<b>B</b> Behavioural, social and emotional issues are addressed	To revisit “Marist Learner” qualities which focus on independence, resilience and behaviour for learning  To develop work on Dweck’s mindset and Bloom’s taxonomy.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest meta-cognition and self-regulation  is an effective way to improve attainment, and it is suitable as an approach that we can embed across the	Through regular communication with parents and weekly updates with teaching and support staff  Through pupil conferencing and self- assessment	HT  SLT  Teaching staff	At termly intervals
<b>Total budgeted cost</b>					£3,195
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C</b> Children identified as being in more than one vulnerable group make progress in line with that of their peers, with internal tracking showing that they are maintaining  ARE	Individual interventions put in place, often requiring 1:1 adult support  ISPs and Pupil Passports  Outside agency involvement where appropriate	This is an individualised approach. PP+ EAL, PP+SEN and PP+SEN+EAL children do represent very small numbers in each case, the barriers to achievement are compounded.  Often there will need to be a coordinated approach from more than one agency to ensure that these children make progress in line with their peers.	Class teachers identify children who fall into more than one vulnerable group.  These children are tracked against national standards and individual targets	HT  SENCo  CT	July 2017



<p><b>D</b></p> <p>Improve parental engagement of parents of PP children with support and interventions offered</p>	<p>Employment of full time learning mentor, with a specialism in 1:1 reading</p> <p>Covering the cost of extra-curricular and enrichment activities, including trips and allowing an element of parental choice where possible, for example, with music lessons</p>	<p>EEF evidence suggests that 1:1 sessions of around 30 minutes at a time, held over periods of 5 to 6 weeks have the beneficial impact of accelerating progress by 5 months.</p> <p>Family link worker is able to address non-school based issues which nonetheless have an impact on learning, for example, bedtime routines, attendance, parenting classes</p>	<p>Family link worker liaises with ELSA once a week, often working on programmes in tandem to gain maximum impact.</p>	<p>HT</p> <p>ELSA</p> <p>FSW</p> <p>Learning Mentor</p>	<p>July 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£15,801</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>B</b></p> <p>Behavioural, social and emotional issues are addressed</p>	<p>Employment of full time ELSA</p> <p>Family link worker who supports targeted families to provide support and advice to parents with attendance, behaviour</p>	<p>On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Social and Emotion learning programmes appear to benefit disadvantaged or low-attaining pupils</p>	<p>ELSA referral forms are processed in conjunction with CT, HT and parents.</p> <p>Desired outcomes for the session are given and measured.</p> <p>ELSA monitors children by half termly audits of behaviour logs.</p>	<p>HT</p> <p>ELSA</p>	<p>July 2017</p>



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	and working with outside agencies	more than other pupils, though all pupils benefit on average.  ( source EEF)  Family link worker is able to address non-school based issues which nonetheless have an impact on learning, for example, bedtime routines, attendance, parenting classes	Vulnerable children list is updated and distributed to relevant staff.  Vulnerable children are placed on “watch list”.		
D Improve parental engagement of parents of PP children with support and interventions offered	Paying in full for extra-curricular and enrichment activities, including residential visits in Y4 and Y6.  Covering the cost of clubs and peripatetic lessons where appropriate	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress. (source EEF)  Providing children with social opportunities, enhancing their learning and ensuring barriers of finance are taken away enables children to be equal with their peers.	To monitor that for every child takes part in an extra- curricular activity; goes on every school trip offered and attends 2 residential trips during their time at school.  To ensure that financial hardship is not a barrier to a child developing their talent in sport or music by meeting with parents where appropriate	HT	July 2017



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		<p>Experience to wider social activities along with the impact that language rich environments has on developing a greater understanding of the world</p> <p>There is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. (source EEF)</p>			
<b>Total budgeted cost</b>					<b>£27,684</b>





6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				



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In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www.marist.surrey.sch.uk](http://www.marist.surrey.sch.uk)