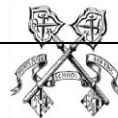




The Romero Pupil Premium Strategy Statement (2015 – 2017) Sacred Heart Catholic Primary School

The Romero Catholic Academy c/o Corpus Christi Catholic Primary School Langbank Avenue Coventry West Midlands CV3 2QP
Tel: 02476 451888 Email: office@romero.coventry.sch.uk Web: romeromac.com



CARDINAL WISEMAN
CATHOLIC SCHOOL

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding
2013-14	66,600 – 74 children
2014-15	104,000 – 80 children
2015-16	117,480 – 89 children
2016-17	130,680 – 99 children

	2013-14	2014-15	2015-16	2016-17
Percentage of FSM pupils	16.12%	16.6%	12.6% (53 ch)	24% (99 ch)
Number of FSM pupils eligible for the Pupil Premium	74 @£900 = £66,600	80 @£1300 = £104,000	89 @£1320 = £117,480	99 @£1320 = £130,680
Number of looked after pupils eligible for the Pupil Premium	0 @£900 = £0	0 @£1300 = £0	1 @£1900 = £1900	0@£1900 = £1900
Number of service children eligible for the Pupil Premium	0 @£300 = £0	0 @£350 = £0	0 @£300 = £0	0@ £300 =£0
Total	£104,000	£104,000	£119,380	£130,680

Romero Priorities

Areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupil's progress slows, interventions are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Academy Committee Representatives are trained on PP.

Strategy outline Pupil Premium spend

Presenting issue Main Barriers	Amount allocated to intervention/ Action (£)	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Autumn 2017
Data and Pupil voice in Upper KS2, show that some children have low aspirations for what they can achieve now and in the future. This effects engagement, confidence and outcomes.	<ul style="list-style-type: none"> • £1,600 	Monitored by Key Stage 2 Leader of Learning	<ul style="list-style-type: none"> • Brilliant club intervention for pupil premium children in Year 6. This award-winning non-profit organisation aims to widen aspirations and give children whose families haven't attended universities the opportunities to 	Aspirations of participating pupils raised. Improved work ethic and confidence in own abilities. Data analysis and pupil interviews. Children have raised self-esteem and feel	Pupil voice showed that children felt that they'd greatly benefitted from the Brilliant Club. All children felt they'd like to go to University and that they'd learned new skills during the

	<ul style="list-style-type: none"> • £1,080 • 400 • £2,400 • £400 		<ul style="list-style-type: none"> • participate in a university style project. • Artist in residence employed to work with G&T children to develop their skills and self-esteem. • G&T Maths Club • Vocations Day. Children take part in a variety of workshops in order to learn about different vocations and raise their aspirations. • Pupil premium children chosen to take part in G&T reading quiz. 	<p>that their skills are valued. Pupil voice to assess impact on confidence and esteem.</p>	<p>programme. Vocations Day extremely successful in raising children's awareness of different career paths and aspirations across the school. Pupil premium children felt more confident and valued after being chosen for Maths and Reading clubs/quizzes.</p>
Increasing number of children entering Reception with poor early language development.	<ul style="list-style-type: none"> • £4,000 • 15,189 • £6,288 	Monitored by Inclusion Leader	<ul style="list-style-type: none"> • Early Intervention Screening. • Speech and language TA works on 1:1 basis. • SALT working half a day each week, targeting specific children on 1:1 basis. TA and SALT meet parents to advise on how to support children best at home. 	<p>Early intervention in Reception helps children close gaps caused by poor language development. Parents feel supported at home. Children make more rapid progress on the speech and language programme as a result of the TA intervention.</p>	<p>4/5 children who received intervention made accelerated progress in their learning and social development to catch up to ARE.</p>
Increasing number of vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.	<ul style="list-style-type: none"> • £29,000 • £1000 • £6000 	Monitored by Inclusion Leader and SLT	<ul style="list-style-type: none"> • Pastoral Support Manager employed to support vulnerable families and to work on a 1:1 or small group basis with children to develop home/school relationships, raise attendance and improve behaviour, social skills and attitudes to learning. • Fund supporting families in buying school uniform. • Employment of: Family 	<p>Improved attendance and reduction in number of lates. Families feel supported and feel able to ask for help. Children's well-being is improved having a direct impact on their progress. Data analysis and pupil interviews.</p>	<p>4 children in reception received family support to improve attendance and support with parenting/emotional issues.</p> <p>Rainbows group provided support for many children in vulnerable positions across the school.</p>

	<ul style="list-style-type: none"> • £1000 • £1,800 		<p>Support Worker (FSW) Attendance Officer (AO) through the Romero Academy.</p> <ul style="list-style-type: none"> • Before & After School Club. Support for vulnerable pupils in need of before/after school care, due to parental commitments at work. Breakfast provided for those children who haven't eaten. • Nurture den is being built to provide children with a safe space when they are having emotional or behaviour difficulties. 		<p>4 families have received support in improving attendance. This is ongoing.</p> <p>14 children have received weekly/bi-weekly support.</p>
<p>Increasing number of newly arrived children with English as an additional language.</p>	<ul style="list-style-type: none"> • £3,000 • £1,200 		<ul style="list-style-type: none"> • Employment of a polish language specialist to support children with the acquisition of basic English skills and to help them settle into the school. • CPD for teachers and teaching assistants to ensure that day to day teaching effectively meets the needs of EAL learners. 	<p>Reception children (and newly arrived), who are polish speaking, will quickly settle in to school and will learn key words and phrases to help them feel confident and safe in school.</p> <p>Children will make accelerated progress in their development of English, impacting all areas of their learning. Data analysis, pupil books, pupil observations.</p>	<p>Reception children who are EAL received small group intervention with polish TA. Children able to catch up and meet GLD.</p>
<p>There is a gap in some year groups between pupil premium and non-pupil premium children; Some children have poor maths skills, with misconceptions and lack of understanding of key concepts. In some year groups</p>	<ul style="list-style-type: none"> • £17,889 		<ul style="list-style-type: none"> • Teachers and Teaching Assistants trained in 1st class number to identify gaps and support children's progress through a tailored programme of study. 	<p>Children feel more confident in lessons. Gaps in understanding are closed/reduced. No gap between pupil premium and non-pupil premium.</p>	<p>Pupil voice shows that children feel more confident in maths and that they like working with mixed ability partners.</p>

<p>there is a gap between high attaining pupil premium and non—pupil premium children.</p>	<ul style="list-style-type: none"> • £750 • £1,050 • £800 • 12,600 		<p>Additional teaching assistant employed to lead intervention. Specialist Maths Teacher trained to lead Maths Intervention across school.</p> <ul style="list-style-type: none"> • 1:1 tuition for pupil-premium children who need additional support with their maths because of gaps or misconceptions. • Teaching Assistants trained in numicon intervention to help close gaps in Year 1 and 2. • SATs boosters open to all children to help them develop confidence and close gaps. • CPD for all teachers and teaching assistants in 'Maths no problem' to ensure that day to day teaching is of a high quality and meets the needs of all learners, ensuring the gap between pupil premium and non-pupil premium closes. 	<p>Data analysis will show accelerated progress. Books and pupil voice show progress in confidence and understanding.</p>	<p>KS2 data shows that the difference between the attainment of disadvantaged and non-disadvantaged has diminished. Dis – 87.5% exp vs Non-dis – 91.7% exp Books show an improved ability to reason and explain mathematically. 4 of the children receiving MNP or 1st Class Maths intervention have made accelerated progress and are working at ARE. The other 5 children have all made 2 or more steps of progress. 10 Pupil premium children attended 1:1 tuition or booster. All children made accelerated progress and reached ARE.</p>
<p>Gap between pupil-premium and non-pupil-premium children in some year groups in reading attainment. Some children have poor reading skills, struggling with aspects of fluency, accuracy or comprehension and/or literacy skills.</p>	<ul style="list-style-type: none"> • £9000 		<ul style="list-style-type: none"> • Teaching Assistants in each year group trained in Boosting Reading Programme. BRP assesses children accurately and identifies the areas they need to develop in their reading. BRP sessions then focus 	<p>Suffolk reading test show accelerated progress in reading age. Children read more fluently and with greater accuracy. Data analysis will show accelerated progress.</p>	<p>BRP data shows that all children have made 5 months + progress within the 10 week period. 8 out of 10 pupils attending 1:1 tuition or booster have made good progress and</p>

	<ul style="list-style-type: none"> • £600 • £10,000 • £1,800 • £1,200 		<ul style="list-style-type: none"> • on making rapid progress in these areas. • SATs boosters for grammar and reading aimed at targeted pupils. • Reading resources tailored to the needs to reluctant readers. Parent workshops aim to promote reading at home and advise parents on how best to support their children. • Teacher and teaching assistant trained in 'Inference' intervention and targeted pupil-premium children identified to receive intervention. All teachers receive Inference Training support to ensure quality first teaching of reading across the school • After school library club, run by teaching assistant, aimed at promoting 'love of reading' and ensures that all children have opportunities to read outside of the school day. 		<p>achieved Exp Inference training has improved staff confidence and understanding of pedagogy. Books show evidence of inference strategies being taught and used by children.</p>
<p>Attitudes to learning and engagement is low for some pupil premium children.</p>	<ul style="list-style-type: none"> • £500 • £1000 		<ul style="list-style-type: none"> • Year 6 SATs breakfast club helps provide a fun experience for the children so that all children feel engaged and are well prepared. • Cost of SATs revision guides subsidised so that all children have access 	<p>Children have positive attitudes towards school and learning. All children feel included in learning experiences.</p>	<p>All children had a calm and positive attitude towards their SATs. Children enjoyed using their revision guides and created. Pupil voice showed that residential trips</p>

	<ul style="list-style-type: none"> • £1,000 • £600 		<p>to these at home and engage in the revision process.</p> <ul style="list-style-type: none"> • School trips and residential are subsidised where necessary so that all children have access to valuable learning and experiences. • Teachers and teaching assistants all receive 'Growth mindset' training. This is implemented across school. Parent workshops ensure the same attitudes are promoted at home as in school. 		<p>taught children new skills and also helped them develop learning attributes such as resilience and collaboration.</p>
--	--	--	---	--	---

Written on: 16/1/17 by Rachel Peavoy, Assistant Vice-Principal
Date of next review: September 2017
Shared with the Academy Committee on: February 2017