



Impact of Pupil Premium Strategy 2016-17

St Mary's Catholic First School Dorchester

Children in receipt of Pupil Premium funding Progress (measured by SPTO)

	Reading	Writing	Maths
Reception	3.0	3.0	3.0
Year 1	3.8	3.8	3.5
Year 3	3.0	3.0	3.3
Year 4	2.7	2.7	3.0

Year 2 had no children in receipt of Pupil Premium Funding

Whole School Progress

Whole Class	Reception	Year 1	Year 2	Year 3	Year 4
Reading	4.3	3.3	3.2	2.8	3.0
Writing	4.1	3.5	3.0	3.0	3.4
Maths	4.3	3.3	3.2	3.0	3.3



Desired Outcome

A Children will make expected ARE and good progress in reading, writing and maths

Success Criteria

- Pupil premium children will make ARE
- Pupil premium children will make 3 points progress on SPTO
- Pupil premium children will respond to next steps in books using purple pen and through verbal feedback with Class Teacher and HLTA
- Pupil Premium progress will be seen through book scrutinies by all staff including class teacher and subject leaders
- The gap between by PP and Non PP will be reduced by 10% at the end of the academic year
- 1:1 and small group sessions with HLTA and Teacher to target areas of development in order to raise attainment and progress and as a result enjoyment in learning and a feeling of self belief and self worth.

Evaluation

ARE

RWM ARE	Achieved
REC	100%
Year 1	75%
Year 3	33%
Year 4	50%

SLT, SEP, Area Advisor and Ofsted Inspector noted progress in all areas this was evidenced in books and pupil interview. All pupil responded to next steps and evidence of purple pen feedback was clear. Gap between PP and Non PP is reducing Self esteem and confidence improved due to small group work and Caterpillar project.



B Children will be ready to learn - more confident and resilient

- Pupil premium children to take part in DASP collaborative writing project - Shared writing with pupils from the Middle and Upper School which will allow them to have an opinion and create a shared story which will result in increased confidence and self esteem.
- Pupil premium children will take on a role of responsibility in Playground - (St Mary's Buddies) to build resilience in problem solving and building friendship which will increase emotional and social well being.
- Pupil Premium children will be part of the St Mary's Caterpillars - a group based on the DASP 7C's to enhance school grounds - resulting in increased social and emotional well being and resilience to problem solve

- Writing improved as a result of DASP project and use of Talk for writing evidenced in book and SPT.
- Playground role showed an increased level of confidence and self esteem, children are now more resilient. (Pupil Interviews)
- Successful completion of Caterpillar project - using skills such as problem solving and collaborative working to create "Garden of Remembrance". Pupils spoke in assembly and a service explaining how and why project took place. (Pupil interviews and HLTA notes/observations show an increase in confidence and attitude to learning.

C Pupils to be clear on next steps to meet ARE

- Whole class teacher led activities in accordance with marking policy to ensure next steps are actioned and targets achieved. Pupil Premium to match non Pupil premium attainment.
- 1:1 and small group sessions with HLTA and Teacher to target areas of development in order to raise attainment and progress and as a result enjoyment in learning and a feeling of self belief.

- Evidenced in pupil progress and narrowing of the gap working within the age related expectation. 92% of group
- Pupil interviews and use of ELSA also evidence success of HLTA small group interventions. All children identified the adult as helping them become better learners



D Increased parental involvement

- Termly meetings with parents/class teacher/SENDCO to discuss progress and support needed to help children learn at home.
- Session with Subject Leader for any learning/explaining of RWI and Maths strategies. As a result confidence building with parents to support children at home.

SENDCO met with parents termly and provided additional resources to support learning at home. Parents reinforced learning from school, particularly through reading and use of ICT resources at home for Maths and Phonics.