



Everyone is Sacred

We continually strive to provide our children with a learning environment that values their individual needs: spiritually, academically, physically, morally and socially. We believe that happy children are successful learners. We respect each other, appreciate differences and understand the importance of good manners. We believe we have a responsibility to be good citizens that live the Gospel values in our daily lives
“Everyone Is Sacred”

‘ A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every being’

(Pope Francis, June 13)

1. Review Pupil Premium 2016-17		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social and Emotional resilience	
B.	Engagement and motivation of Pupil Premium Children to include their surrounding environment external to school	
C.	Gap between PP and non-PP children (need to accelerate progress)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Deprivation	
2. Desired outcomes 2016-17		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be more emotionally resilient, secure and confident.	The work of the pastoral lead and two pastoral support workers will focus on identifying the need for intense emotional support when needed for individual children so that they are ready to learn. This will be supported by the work of our Play Therapist, FSW and Attendance Office. Alongside this intensive support Thrive and SEAL will be provided for identified children across the school. The school will continue to seek the support and advice of outside agencies to further enhance the emotional and social support given to children and their families. This will have a significant impact on an individual child's readiness to engage in their learning.
	Evaluation Work of the newly formed pastoral support team has ensured a greater whole family engagement with school for families/children experiencing double disadvantage +. Throughout the year our FSW worked intensively withfamilies and our attendance officer worked in depth with.....families. We were able to offer parents a variety of opportunities to engage e.g Family parent partnership workshops, social and emotional wellbeing meetings, Camhs drop-ins, holiday Forest and Beach days, cooking with your child course, meet and greet, play therapy, 1:1 and group Thrive, SEAL, drop -ins etc.	
B.	In Maths, Writing and Reading a greater percentage of PP children will reach ARE year on year.	For each year group at the end of the year the gap between non PP children achieving ARE and PP children will close.

	<p>Evaluation At the end of EYFS 67% of children in receipt of pupil premium achieved a GLD an increase from 43% the previous year. At the end of Year One 70% of children in receipt of pupil premium funding reached the expected standard in phonics. At the end of Year two tests 84% of children in receipt of pupil premium reached the expected standard in reading, an increase from 72% the previous year, 75% of children in receipt of pupil premium reached the expected standard in maths, an increase from 18% the previous year and teacher assessment of writing showed that 88% of children in receipt of pupil premium reached the expected standard in writing, an increase from 45% the previous year. At the end of Year 6 62% of pupil premium children achieved at the expected level in the reading test add I maths</p>	
C.	In Maths, Writing and Reading PP children will make progress in line with national averages by the end of Key Stages. From EYFS to KS1 and from KS1-KS2	The gap between those children in receipt of PP funding and those not will be minimized at the end of and between EYFS, Key Stage 1 and Key Stage 2.
	Evaluation:	
D.	Y1 PP children will make expected progress with Phonics .	Continued quality teaching and evaluation across the year will ensure that eligible PP children will meet the expected national standards at the end of Year 1.
	Evaluation: 70% of pupil premium children made expected progress in phonics.	
E.	PP children will become more fluent and expressive readers and develop a greater depth of vocabulary and understanding.	Through a whole school approach to improving children's reading the progress made by children in receipt of PP funding will at least be in line with national average. The introduction of the Accelerated Reading scheme across Year 2 and Key Stage 2 will impact on PP children and minimize the gap at the end of the year.
	Evaluation: Accelerated Reader is already proving to have an impact on the fluency and stamina of reading for pupil premium children. At the end of Key Stage 1 84% of pupil premium children achieved the expected standard in reading and 25% achieved greater depth. Last year only 9% of children at the end of Key Stage 1 achieved greater depth in their reading test. At the end of Key Stage 2 69% of children achieved at least an expected level in the reading test.	