

1. Summary information					
School	St. Mary's C of E Primary School (Previously St. Mary's Junior School)				
Academic Year	2018/19	Total PP budget	£63,000	Date of most recent PP Review	Summer '18
Total number of pupils	559	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jan '19
2. Current attainment					
Based on KS2 data of St. Mary's Junior School 2018		<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>National average</i>	
% achieving in reading, writing and maths		75.86%	58.1%	64%	
% achieving in reading		87.1%	83%	78%	
% achieving in writing		78%	58.1%	78%	
% achieving in grammar, punctuation and spelling		72.2%	58.1%	78%	
% achieving in maths		85.8%	66.4%	76%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Some lower and middle ability Pupil Premium Children are not performing in line with their peers in maths				
B.	A significant proportion of our Pupil Premium children are emotional vulnerable. This has a detrimental effect on their academic progress				
C.	Individuals have a variety of gaps in their learning				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.					
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improve maths attainment and progress for lower and middle ability PP			Pupils eligible for PP make good progress in maths and close the gap so they can meet age related expectations.	
B.	Children with emotional vulnerabilities are supported and feel secure and ready to learn			Pupils eligible for PP have access to the Learning Mentor and ELSA. Where appropriate outside agencies are brought in to offer further support to individuals and their families. There will be an improvement in learning behaviours and their application. Pupils will arrive on to school on time and be ready to learn.	
5. Planned expenditure					

Academic year	2018-19				
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?
A. Maths attainment and progress for lower and middle ability Pupil Premium children will improve	<p>To maintain and expand 'Quality first teaching' strategies in all classrooms focusing on the use of practical resources, problem solving and mastery.</p> <p>To put in to practice the outcomes of the Maths, Music, Memory and Movement? Initiative.</p> <p>Our regular Pupil Progress meetings will continue to highlight those eligible for PP who are underachieving. These will be held with the Assessment Lead and the SENCo/Pupil Premium Lead. Actions will be discussed and implemented to help secure better progress for those children.</p>	<p>Quality First teaching remains the most effective and cost effective way of securing good progress for all pupils.</p> <p>There is evidence to suggest that attainment and progress can be enhanced by using music and movement as an aid to improving memory and mathematical ability.</p> <p>Pupil Progress meetings are held regularly and data is analysed and discussed for each class and across each year group, looking at different groups of pupils. Pupils' EYFS and KS1 data is used to project the minimum expectations for each child by the end of KS1 and KS2. End of year targets are also set within each year group. These high quality professional discussions have a positive outcome on pupils' progress.</p>	<p>The monitoring and evaluation schedule will include;</p> <ul style="list-style-type: none"> • CPD opportunities in staff meetings, Twilights and INSET days • Staff Appraisals where targets will be linked to the actions which have been outlined • Pupil Progress meetings will continue to take place where individual Pupil Premium children are discussed and actions recorded and followed up. • Lesson observations will include a focus on PP children. <p>The results of this monitoring will be evaluated for impact on the PP children and be used to inform next steps.</p>	All staff supported by Maths Lead, Head, Deputy Head & SENCo/Pupil Premium Lead	Summer 2019
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	To continue to embed the MindUP programme across the school looking for ways to link the initiative to teaching and learning.	MindUp is a comprehensive, classroom tested, evidence based curriculum framed around lessons that foster social and emotional awareness, enhance psychological well-being and promote academic success. It has been very successful in its first year. As a school we are looking to build on that success with a focus teaching and learning.	Lesson observations, as part of the usual monitoring and evaluation schedule, will have a focus on the use and embedding the vocabulary relating to MindUp. As well as making explicit links to the concepts covered in the MindUp programme.	All staff Head & Deputy Head	Summer '19
Total budgeted cost					N/A
ii. Targeted support					

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?
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	<p>Expand the use of 'Precision' teaching for pupils eligible for PP especially with pupils identified as SEN.</p> <p>Intervention groups set up based on SMART targets.</p> <p>1:1 tuition made available, when appropriate, to lower and middle ability pupils eligible for PP</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been evaluated and shown to be effective in schools.</p> <p>Interventions over a 6-8weeks time scale have found to be effective when based on SMART targets</p> <p>Some of the students need targeted support to catch up. This approach has been found to be effective when pupils are carefully matched with tutors and a gap analysis carried out.</p>	<p>Organise the timetable to ensure that staff delivering provision have sufficient preparation and delivery time.</p> <p>Liaison with tutors by class teachers and SENCo/Pupil Premium Lead, including providing the gap analysis for the area to be worked on and potential barriers to progress.</p>	Deputy Head & SENCo/Pupil Premium Lead	Summer '19
Total budgeted cost					£42,000
iii. Other approaches					
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?
There will be an improvement in learning behaviours and pupils' application.	<p>ELSA to work with small groups.</p> <p>Learning Mentor to work with individuals</p> <p>Where appropriate the services of outside agencies will be 'bought in' to offer further support to individuals and their families</p>	Children who have concerns or worries do not learn effectively. We have found when children have an outlet for their worries and are able to talk about coping strategies they are better able to learn.	<p>Pupils' involved will be agreed by class teachers and the SENCo/Pupil Premium Lead. The impact of these interventions will be monitored and evaluated by the SENCo/Pupil Premium Lead and class teachers. This information will be used to inform next steps.</p> <p>The timetable will be organise to ensure that staff delivering this provision have sufficient preparation and delivery time. Individual children will be discussed and a programme put together that is tailored to their specific needs.</p>	SENCo/Pupil Premium Lead	Summer '19
Pupils will arrive on to school on time and be ready to learn.	Additional support will be offered to the appropriate individuals e.g. 'meet and greet' or activities before school official starts.	Pupils arriving late miss learning opportunities.	Pupils' involved will be agreed by class teachers and the SENCo/Pupil Premium Lead. The impact of this will be monitored and evaluated by the SENCo/Pupil Premium Lead.	SENCo/Pupil Premium Lead	Summer '19

	Where appropriate the services of outside agencies will be 'bought in' to offer further support to individuals and their families	Pupils who are upset or worried at the start of the school day will not be able to learn effectively.	This information will be used to inform next steps		
Pupils eligible for PP have equal access to curriculum enrichment opportunities	SENCo/Pupil Premium Lead to work alongside parents/carers so pupils eligible for PP have access to the same opportunities as their peers.	The School believe that all pupils should have the opportunity to experience residential trips and other curriculum enrichment opportunities which enable them to develop their interpersonal skills and citizenship.	The SENCo/Pupil Premium Lead will work alongside parents/carers. And class teachers.	SENCo/Pupil Premium Lead Supported by Deputy Head	Summer '19
Total budgeted cost					21,000

6. Review of expenditure				
Budget for Previous Academic Year		£67,920		
Pupil Premium Interventions Total Year to Date(Academic Year)		£38,735		
Learning Mentor and ELSA		£13,658		
1:1 tuition		£10,778		
Learning Mentor/ Elsa Resources (April to March)		£604		
Pupil Premium Resources/ Uniform/ Trip and Clubs subsidies (April to March)		£4,261		
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
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	To maintain and expand 'Quality first teaching' strategies in all classrooms. Our regular Pupil Progress meetings will continue.	Mixed: Lesson observations and CPD has informed approaches to supporting pupils to make the best progress and attainment that they can. We measured the impact on attainment and progress for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from data analysis, and pupil progress meetings.	Quality first teaching is strong in the school. Pupil Progress meetings are rigorous and teachers held to account. The SENCo will be involved in these meetings next year to offer further support and advice. Every child is treated as an individual and given many opportunities to make good progress. However, for some their emotional needs remain a barrier or they gaps they are working on are significant. A different approach is needed for some children which is outlined above. The period of time needed to close this gap may also be greater.	£38,735
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

<p>A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>	<p>Intervention groups set up based on SMART targets.</p> <p>1:1 tuition made available to middle ability pupils eligible for PP</p>	<p>Mixed: The impact of interventions is analysed regularly a success built upon. Where pupils are not making the progress required other approaches are sort and implemented. This approach needs to continue alongside supporting pupils emotional needs.</p>	<p>1;1 tuition had a positive impact on pupils' confidence. Pupils who were close to reaching their end of year expectations were targeted and this was successful. In some cases 1:1 tuition was also used as a tool to support emotionally vulnerable children.</p> <p>This approach will continue next year.</p>	<p>£10,778</p>
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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
<p>B. Pupils eligible for PP have access to the Learning Mentor and ELSA and their learning behaviours and application improve.</p>	<p>Sessions with the Learning Mentor and ELSA</p>	<p>Good: In many cases access to this provision had a significant impact on the pupils' well-being and they achieved their end of year expectations in line with their peers. In some cases their emotional needs are ongoing. However, they all benefitted from this provision.</p>	<p>There seems to be a greater need for Learning Mentors and ELSAs as society evolves.</p> <p>The work carried out with pupils has had a positive impact. However, in some cases additional support needs to be offered in a more creative way. For example 'meet and greet' and early morning activities.</p>	<p>£13,658</p>
<p>Pupils eligible for PP have equal access to curriculum enrichment opportunities</p>	<p>Parents/carers are supported financially so pupils can experience the same opportunities as their peers</p>	<p>Good: This provision has a positive impact on pupils' self-esteem and well-being.</p>	<p>Pupils' self-esteem is maintained and built on when they can access the same opportunities as their peers. It encourages a growth mind-set of 'I can do' or 'I can be' whatever I choose.</p>	<p>£4,261</p>

7. Additional detail

We continue to treat all our pupils as individuals and look at the 'whole' child. With this in mind we tailor an approach to their academic and social needs which is personal to them.

Our pupils leave St. Mary's as well-rounded, independent individuals with a strong sense of community.