

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Mary's C of E Primary School				
Academic Year	2019/20	Total PP budget	£95,220	Date of most recent PP Review	Summer 2019
Total number of pupils	595	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Spring term 2020

2. Current attainment

Attainment = % of pupils who have met or exceeded expected standard	Pupil Premium (Teacher Assessment)		Not Pupil Premium (Teacher Assessment)		National Average (2017 – 2018)	
	KS1 (9 pupils)	KS2 (10 pupils)	KS1 (45 pupils)	KS2 (83 pupils)	KS1	KS2
Reading	66.6%	90%	85.8%	90%	75%	75%
Writing	55.6%	80%	77%	91.2%	70%	78%
Maths	44.4%	70%	83.6%	92.4%	76%	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.	Social and emotional mental health
B.	Lack of vocabulary and fluency in reading and writing
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance
D.	Home environment challenges

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the children to feel happy and safe in school so they are able to engage with learning Entry and exit assessments will show improvement in emotional well being	Engaging with the wider school community e.g. participating in clubs Access to learning mentor and ELSA Teachers holding pupils in mind
B.	Attainment and progress in reading and writing to improve Children will feel confident in their abilities Teachers will track progress of pupils and implement strategies to support them	Tracking will show the gap has narrowed with peers
C.	97 % Attendance for all pupils set by EWO and School	97 % Attendance for all pupils set by EWO and School
D.	For families to feel supported by school and outside agencies and benefit from the services and support offered	Early interventions will prevent escalation and there will be a decrease in families needing higher level of support

5. Planned expenditure**Academic year****2019-2020**

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?
Attainment and progress in reading and writing to improve. Pupils will feel confident in their abilities	To maintain and expand 'Quality first teaching' strategies in all classrooms as a way of enhancing outcomes for pupils. Deployment of TAs to focus on Pupil Premium children including the use of 'Precision' teaching. Intervention groups set up based on SMART targets.	Quality First teaching remains the most effective and cost effective way of securing good progress for all pupils. Some of the students need targeted support to catch up. Precision teaching is a programme which has been evaluated and shown to be effective in schools. Interventions over a 6-8weeks time scale have found to be effective when based on SMART targets	Monitor Quality First teaching through lesson observations. Interventions' impact will continue to be monitored and evaluated. Pupil Progress meetings will continue to be scheduled into the School calendar. These are held with SLT and the SENCo	All staff supported by Head, Deputy Head & English lead	Spring 2020

	<p>1:1 tuition made available to pupils eligible for PP</p> <p>Teachers will track progress of pupils and implement strategies to support them Our regular Pupil Progress meetings will continue to highlight those eligible for PP who are underachieving and actions will be discussed and implemented to help secure better progress.</p>	<p>Some of the students need targeted support to catch up. 1:1 tuition has been found to be effective when pupils are carefully matched with tutors and a gap analysis carried out.</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' KS1 data is used to project the minimum expectations for each child by the end of KS2 and end of year targets are also set within each year group. These high quality professional discussions have a positive outcome on pupils' progress.</p>			
Total budgeted cost					£68,000
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?
<p>For the children to feel happy and safe in school so they are able to engage with learning</p> <p>Entry and exit assessments will show improvement in emotional well being</p>	<p>To continue to embed the MindUP programme across the school</p> <p>ELSA to work with small groups.</p> <p>Learning Mentor to work with individuals</p>	<p>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.</p> <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>	<p>PSHCE lead will monitor MindUP as part of their evaluation and monitoring schedule.</p> <p>Pupils' involved in ELSA and Learning Mentor sessions will be agreed with the SENCo.</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>	<p>SW/SQ</p> <p>SENCo</p>	Spring 2020

ST. MARY'S PRIMARY SCHOOL

<p>Attendance</p>	<p>To maintain a positive school culture</p> <p>Communicate high expectations through the website, newsletter, assemblies and information evenings.</p> <p>Attendance will continue to be monitored and followed up</p> <p>Intervention and support will be provided when necessary.</p>	<p>It is important to have a clear picture of all the possible factors when working to improve attendance. These can be many and varied. By knowing and engaging our pupils and families, we can provide timely and meaningful responses when dealing with issues around attendance.</p> <p>All Staff are expected to know their pupils and build positive professional relationships with them and their families.</p> <p>As a group pupils in receipt of PP have lower attendance % PP = 93.6% Non-PP= 97.2%</p>	<p>Vulnerable pupils will be highlighted to staff.</p> <p>Expectations around responses to punctuality and attendance will be agreed and modelled as part of CPD</p> <p>SC will continue to monitor attendance and liaise with the EWO</p>	<p>SC and all staff</p>	<p>Spring 2020</p>
<p>For families to feel supported by school and outside agencies and benefit from the services and support offered</p>	<p>All members of the school community will work with families to support them to gain access to outside agencies and their services.</p>	<p>Many external factors have a detrimental effect on pupils' learning. To enable these influences to be minimal the school will seek to liaise with pupils and their families to seek support from outside agencies.</p>	<p>Head and lead DSL will monitor families in need of support.</p>	<p>Head and DSLs</p>	<p>On going</p>
<p>Total budgeted cost</p>					<p>£27,000</p>

6. Review of expenditure				
Previous Academic Year		2018-2019 Actual Pupil Premium Income £66,250		
Pupil Premium Interventions Total Year to Date(Academic Year)		£39,897		
Learning Mentor and ELSA		£14,301		
1:1 tuition		£6,427		
Learning Mentor/ Elsa Resources (April to March)		£413		
Pupil Premium Resources/ Uniform/ Clubs subsidies (April to March)		£1,469		
Trip Subsidies		£3,743		
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. Maths attainment and progress for lower and middle ability Pupil Premium children will improve	To maintain and expand 'Quality first teaching' strategies in all classrooms focusing on the use of practical resources, problem solving and mastery. To put in to practice the outcomes of the Maths, Music, Memory and Movement? Initiative. 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.	Partially met. MMM has been implemented across the school and has impacted on children's ability to identify patterns and learn tables. Times tables is something which our PP children have often struggled with so this has been promising. Pupil Progress meetings have been successful, all staff were able to identify underachievement and explain what could be done to close the gap for PP children with a focus on quality first teaching.	We will continue with this approach which is underpinned by ensuring quality first teaching is filling gaps in learning in maths and deepening children's understanding before moving on. Therefore, this may not show in the data for all children straight away but should have a long-term effect on their overall mathematical ability and understanding.	1:1 Tuition Intervention Training £23,662

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
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.	Expand the use of 'Precision' teaching for pupils eligible for PP especially with pupils identified as SEN. Intervention groups set up based on SMART targets. 1:1 tuition made available, when appropriate, to lower and middle ability pupils eligible for PP	Partially met – some children eligible for PP met age related expectation. Precision Teaching update training provided for new staff to ensure quality for all children is maintained. The Ed Psych then came back to review and was pleased with how we are delivering the PT. PP children benefit from this 1:1 daily intervention and it can also be used as a check in with the child. It has been proven to have impact on learning and children benefit in learning times tables, spellings and number facts. Intervention groups are measured every 6 weeks using target tracker statements and are set up by Year Leaders. 1:1 tuition has had a big impact particularly for our Year 6 pupils who are ready for this type of learning.	1:1 tuition needs to be allocated to children who are ready to learn and engage as it is intensive 1:1 support. Where pupils have shown less enthusiasm, it has not been as successful. Continue to monitor Precision Teaching and Interventions closely.	1:1 Tuition Intervention Training £23,662
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
There will be an improvement in learning behaviours and pupils' application.	ELSA to work with small groups. Learning Mentor to work with individuals Where appropriate the services of outside agencies will be 'bought in' to offer further support to individuals and their families	Achieved. The ELSA and LM work alongside wraparound care continues to be a strength. Children and families feel supported and benefit from the strong relationships with staff. The communication between teaching staff,	Funding for ELSA and LM role to continue including ongoing training for all staff	£13,242.60

		SLT and support staff ensures no child is left behind emotionally or academically. Although there are still children to struggle, we reflect and adapt to meet their needs as best we can.		
Pupils will arrive on to school on time and be ready to learn.	<p>Additional support will be offered to the appropriate individuals e.g. 'meet and greet' or activities before school official starts.</p> <p>Where appropriate the services of outside agencies will be 'bought in' to offer further support to individuals and their families</p>	Ongoing. The pastoral care including meet and greet, check ins and early morning jobs works well to support some pupils who need a calmer transition between home and school. The EWO has been supportive in helping the school to tackle attendance issues. Parents are informed if we believe there is a dip in attendance and late arrival.	Continued effort to be made for all children to arrive in school on time. Where children are late, they miss 'brain break' and information about the day which can make them feel less ready to learn which is counter intuitive.	£1471.40

<p>Pupils eligible for PP have equal access to curriculum enrichment opportunities</p>	<p>SENCo/Pupil Premium Lead to work alongside parents/carers so pupils eligible for PP have access to the same opportunities as their peers.</p>	<p>Achieved. All PP pupils have equal access to curriculum enrichment activities. We work closely with our families to support them in being able to access trips/events etc.</p>	<p>Continue to monitor cost incurred for trips and balance this against academic enrichment.</p>	<p>£5212</p>
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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.