

St Mary's C of E Primary School Pupil Premium Strategy Statement 2019-20

1. Summary Information					
School	St Mary's C of E Primary School				
Academic Year	2019-20	Total PP budget	£96,640 (£98,000 accounted for below)	Date of most recent PP Review	Sept 2019
Total number of pupils	585	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Jan 2020
2. Current attainment					
Based on Summer data			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			75% Based on summer data	86% (whole school) 65% (Nat Ave) Based on Summer data	
% attainment in reading			80% Based on summer data	87% (whole school) (Nat ave 73%) Based on Summer data	
% attainment in writing			78% Based on summer data	93% (whole school) (Nat Ave 78%) Based on Summer data	
% attainment in maths			90% Based on summer data	96%(whole school) (Nat Ave 79%) Based on Summer data	
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.	<ul style="list-style-type: none"> lack of home-school engagement, low income, 				
B.	<ul style="list-style-type: none"> lack of knowledge and experience of the wider world, 				
C.	<ul style="list-style-type: none"> Issues of self-esteem and self-motivation - which can slow down the learning process. 				
D.	<ul style="list-style-type: none"> Writing fluency for PP children in KS1 and KS2 and progress made 				
E.	<ul style="list-style-type: none"> Oral language skills in EYFS and Year 1 lower for pupils eligible for PP 				

External barriers (issues which also require action outside school, such as low attendance rates)

F.	<ul style="list-style-type: none"> • Relatively low attendance amongst PP children
G.	<ul style="list-style-type: none"> • View of school may be different due to generational/cultural differences in education

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment and progress of both PP and non PP children shows no difference	Registers for extended schools and clubs show high proportion of PP children have access to all activities, and events run by the school and that PP pupils are not restricted for financial reasons.
B.	That there are no financial restrictions that prevent PP children from accessing the range of enrichment, clubs and events that are embedded across the school	By being able to access after-school clubs and enrichment opportunities within school, PP children do not see themselves as different from their peers.
C.	That the self-esteem and ambition of pupil premium children across all year groups is raised.	PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
D.	Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition.

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?	Cost
<p>All pupils, including PP, achieve ARE or above.</p> <p>The difference between PP and non-PP children's attainment is minimal with PP attainment always significantly higher than the national mean.</p>	<p>Additional experienced teachers in Y2-6 allow for quality first teaching in smaller streamed groups</p> <p>Booster classes to take place after school for Y6 in three subjects</p> <p>Achievement school on Saturday will support PP children to further consolidate their understanding of maths, grammar and reading.</p> <p>Intervention groups in Yr 2 includes PP pupils in need of</p>	<p>Working in streams and smaller classes ensures that PP children enjoy effective and personalised learning, thus improving progress and outcomes – the EEF Toolkit explains how group sizes, once beneath 18 pupils, begin to have a very significant effect on outcomes.</p> <p>Streaming, interventions and booster classes have been successful as they ensure children are taught in smaller groups, with accurately pitched work, enabling pupils to get more</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The PP Lead will focus specifically on the data for PP children which is tracked throughout the year and reported to Governors and standards board (directors).</p>	Eric Haines, PP Leader, & SLT	<p>Interim reviews – January and April</p> <p>Formal review in July based on Teacher Assessment</p> <p>Formal review in September following validated data at end of Key stage</p>	<p>Stream teachers (2,3,4,5 and 6) - £57,500 (though the overall non-PP funded cost is much higher)</p> <p>Saturday Achievement School Yr 6 - £14,000 (though the overall non-PP funded cost is much higher)</p> <p>Saturday Schools Plus - St. Mary's - £10,000 (though the overall non-PP funded cost is much higher)</p>

	boosting to reach either AR or GDS. Easter programme for Y2 & Y6 pupils to secure and extend their grasp of key knowledge and skills.	focussed and individual attention. Streams/Interventions to be covered by qualified and experienced teachers.				Easter Programme - £5,000 (though the overall non-PP funded cost is much higher)
To further deepen reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve the combined ARE and the combined GDS in both KS1 & KS2	Updated curriculum planned by senior leaders/middle leaders allows staff to teach lessons that are more challenging, leading to deeper learning.	Data shows the children make accelerated progress to ARE and GDS by the end of the year in reading, writing and maths through teaching in small classes as children receive personalised teaching and planning to address individual barriers to learning.	Plans checked by other senior leaders and data monitored by Phase Leaders and SLT.	Eric Haines PP Lead & SLT	Interim reviews – January and April	£1,000
Total Budgeted Cost						£87,500
li. 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?	Cost
Ensure that PP children are not financially restricted from accessing the range of enrichment, clubs and events that	Where necessary, provide funding to enable children to access extra curriculum events and extended school services,	Encourage engagement and enthusiasm within school, leading to higher attainment and attendance. Exposure to sporting, artistic and	PP co-ordinator to monitor registers with regards to attendance of PP pupils.	SLT & PP Lead	Review termly	£3,000

are embedded across the school.	including clubs before and after school	musical activities raises children's 'cultural capital' and gives them a rounded education, plugging the gaps that have been created through economic disadvantage, supporting self-confidence and resilience.	Have conversations with parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on activities and experiences due to financial reasons.			
To participate in a number of extra trips linked to topics in each year group so that children have a more detailed knowledge of the subject area.	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group. The trips will include: - Greek Food Experience Day - Seaside trip - Kidzania - Open top bus ride around London - Horse riding at Wetlands centre - Madam Tussauds - Theatre trip - Cambridge/Oxford Uni - Houses of Parliament trip	Encourage engagement and enthusiasm within school. Children have prior knowledge of the topics covered in class having attended additional trips/ opportunities. Increased opportunities to extend vocabulary. All of the above will boost attainment and attendance levels (if children are enjoying the experience of being at school)	PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given. Pupil voice surveys	SLT & PP Lead	Review termly	£5,000

<p>Trip to HP HQ in central London for 25 PP students</p>	<p>PP students in Year 5 and 6 are chosen to visit the HP HQ to find out about career options within large companies.</p>	<p>Children have the opportunity to learn about various career paths they could take. Children will be shown how to be successful and what key attributes they need to have in order to succeed in science and technology. Students shown how to use new technology such as VR.</p>	<p>Evaluate the trip and collect pupil responses - feedback to class.</p>	<p>SLT & PP Lead</p>	<p>Review at the end of July to consider the impact (including though Pupil Voice).</p>	<p>£500</p>
<p>Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures</p>	<p>Visit to Cambridge or Oxford, raising career choices and aspirations for the future.</p>	<p>To raise aspirations and to provide ongoing motivation for high achieving PP pupils aiming for ambitious future careers.</p>	<p>The trip is well planned and pupils who attended are given the chance to share with their peers what they learned.</p>	<p>SLT & PP Lead</p>	<p>Review at the end of July to consider the impact (Pupil Voice)</p>	<p>£500</p>
<p>Make frequent visits to the Forest School facilities at St Saviours so PP students acquire skills and knowledge about natural environments.</p>	<p>Plan opportunities throughout the year to go to SS's Forest School to give outdoor learning opportunities. To offer PP the chance for first hand experiences in a natural setting which can be transferred to</p>	<p>Evidence shows that children who have first-hand experience are more confident and knowledgeable to take risks and apply learning. To offer PP learning experiences outside the traditional mould and further increase</p>	<p>All classes are given the opportunity to work with the Forest School facilities to learn topic-based skills and knowledge in a natural setting. Experiences, vocabulary and skills are transferred to classroom learning.</p>	<p>SLT & PP Lead</p>	<p>Review termly</p>	<p>£500</p>

	traditional classroom learning tasks including reading, writing and maths.	aspirations and career opportunities.				
Total Budgeted Cost						£9,500
iii. Other Approaches						
li. 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?	
Ensure that PP children access a healthy and varied diet and are not coming to school hungry.	Support families by subsidising Breakfast Club and After School Club	Children are in school, on time and ready to learn at the beginning of the day and are able to enjoy nutritious food. Children are in a safe environment, enjoying engaging activities. Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is a basic human right.	Extended schools lead (JP) and PP co-ordinator (EH) to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision	SLT & PP Lead & Extended schools Leads	Review termly	£1,000

		Providing care will support low income families so they are able to access employment which is beneficial for families and children.				
Total Budgeted Cost						£1,000
6. Review of expenditure £116,000 (£137,500 accounted for below)						
Previous Academic Year		2018-2019				
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>All pupils, including PP, achieve the ARE or above.</p> <p>The difference between PP and non PP children's attainment is minimal with PP attainment always significantly higher than the national mean.</p> <p>To further deepen reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve the combined ARE and the combined GDS in both KS1 & KS2.</p>	<p>Additional teacher in each year allows for quality first teaching in smaller streamed groups.</p>	<p>See table below. Gaps are closing between PP and non-PP groups, though the Y6 gap last year was larger than in other yeargroups in terms of APS.</p> <p>Children (both PP and non-PP) benefited from the smaller stream classes and extra teachers. Planning and teaching was targeted to the needs of the children.</p>	<p>This additional teacher approach allowing for smaller streams has been shown to have raised attainment for all pupils but clearly more focus and monitoring needs to be placed on PP children, including in Year 6.</p> <p>Teachers will need to be able to identify their PP children and ensure that specific PP interventions will be implemented where there are concerns. The focus should be on closing the gaps rather than ensuring standards in the core areas rise.</p> <p>Teachers to put small sticker on PP books for them to be easily identifiable.</p>	£130,000		
	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of</p>	<p>90% of all children passed the Y1 Phonic screening check.</p> <p>Year 6 (End of Y5) 83% of PP ch at ARE+ Reading</p>	<p>This extra-curricular approach is certainly worth continuing with, as it has been shown to have raised attainment for all pupils, but clearly more focus and</p>			

	<p>maths, grammar and reading.</p> <p>Booster classes took place after school for Y6.</p> <p>Children were invited to Achievement School on Saturday from 9.00-14.00 to further develop their standards in an informal setting with children from two other schools; they were provided with lunches and taken out on exciting tours and trips in London</p>	<p>83% of PP ch at ARE+ Writing 83% of PP ch at ARE+ Maths</p> <p><u>Year 5 (End of Y4)</u> 90% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p> <p><u>Year 4 (End of Y3)</u> 77% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p> <p><u>Year 3 (End of Y2)</u> 100% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p> <p><u>Year 2 (End of Y1)</u> 87% of PP ch at ARE+ Reading 87% of PP ch at ARE+ Writing 89% of PP ch at ARE+ Maths</p>	<p>monitoring needs to be placed on PP children in order to ensure that all in-year gaps are closed.</p> <p>Further work needs to be done to ensure that barriers to attendance are removed so that all PP pupils make the most of the opportunities they have.</p>	
ii. Targeted support				
<p>To participate in a number of extra trips linked to topics in each year group so that children have a more detailed knowledge of the subject area.</p> <p>Ensure that PP children are not financially</p>	<p>Where necessary, provide funding to enable children to access extra curriculum events and extended school services, including clubs before and after school</p>	<p>Children have been able to access these events and all children have enjoyed and benefited from the experiences provided.</p> <p>Impact measurement is anecdotal – i.e. children will refer to experiences during class discussion as a way of amalgamating and processing new experiences with previous experiences.</p>	<p>Whilst what has been provided is to the benefit of <i>all</i> pupils, we ensured that PP were specifically targeted, and ensured that attendance and access to such provision was recorded. Enrichment will be further developed in the new school year.</p>	<p>£5,000</p>

restricted from accessing the range of enrichment, clubs and events that are embedded across the school. Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group. Visit to Oxford University, raising career choices and aspirations for the future.	This has often led to improved confidence and vocabulary. Chn that attended the Oxford Uni visit came back enthused and inspired.	This year more children attended the residential visit in Y6 than in the previous year. University visit should be repeated in future years.	
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
Ensure that PP children access a healthy and varied diet and are not coming to school hungry	Support families by subsidising Breakfast Club and After School Club.	Individual chn have been supported and outcomes for their wellbeing and attendance have ben very much improved impacting on their academic attainment.	This approach has enabled attendance to be improved in the case of some vulnerable pupils and it is important that we continue this next year.	£2,500

Attainment Analysis – St. Mary’s – July 2019

The Federation points referred to in this document are used to measure the pupils’ attainment and progress. The ‘Expected’ number of Federation points, referred to in the table below, refer to where a child achieving at age-related expectation (ARE) will be performing at the end of each year. The expected progress from the end of one school year to the end of the next school year is 3 Federation points. The table shows the attainment, at the end of each year group, of the whole cohort and the pupils awarded pupil premium funding.

Group	Expected	Reading	Writing	Maths
Year 1 - All	82	16.1	16.1	16.2
Pupil Premium	0	N/A	N/A	N/A
Year 2 - All	85	21.4	20.6	21.6
Pupil Premium	4	20.2	20.2	20.2
Year 3 - All	85	24.4	23.8	24.4
Pupil Premium	14	25.0	24.0	25.0
Year 4 - All	81	27.8	27.3	28.1
Pupil Premium	10	26.3	26.3	27.0
Year 5 - All	74	30.7	30.5	31.2
Pupil Premium	17	30.5	30.0	30.7
Year 6 - All	76	36.1	33	33
Pupil Premium	20	34.1	31.4	31.7