

# St. Mary's C of E Primary School Pupil Premium Strategy Statement 18-19

1. Summary information					
Academic Year	2018-19	Total PP budget	£100,320 (£137,500 is accounted for below)	Date of most recent PP Review	Sep 2018
Total number of pupils	595	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
Based on Summer '18 data	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in KS2 reading, writing and maths SATs	81% EXS in reading 97% EXS in writing 94% EXS in maths	86% EXS in reading 91% EXS in writing 89% EXS in maths
% of Y6 pupils making at least expected progress in reading	95%	95%
% of Y6 pupils making at least expected progress in writing	95%	94%
% of Y6 pupils making at least expected progress in maths	95%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	<ul style="list-style-type: none"> <li>Lack of home-school engagement</li> </ul>
B.	<ul style="list-style-type: none"> <li>Low incomes negatively impacting cultural capital</li> </ul>
C.	<ul style="list-style-type: none"> <li>Lack of knowledge and experience of the wider world impacting aspiration</li> </ul>
D.	<ul style="list-style-type: none"> <li>Issues of low self-esteem and self-motivation in families with historic under-achievement</li> </ul>
E.	<ul style="list-style-type: none"> <li>Poor spoken literacy models, affecting all ethnic groups, reducing school-readiness in the EYFS</li> </ul>

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	<ul style="list-style-type: none"> <li>• Historic lack of trust in the education system on the part of those PP parents that had a negative experience themselves when at school</li> </ul>	
<b>G.</b>	<ul style="list-style-type: none"> <li>• Attendance rates are lower among less affluent families, reducing opportunities for PP pupils to catch-up with their peers</li> </ul>	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The attainment and progress of both PP and non PP children shows no difference	Data across all year groups shows no difference between PP and non PP children
<b>B.</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	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>C.</b>	That the self-esteem and ambition of pupil premium children across all year groups is raised.	By being able to access after-school clubs and enrichment opportunities within school, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
<b>D.</b>	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA 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

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?
<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 &amp; KS2.</p>	<p>TA has a RWI/maths group each day</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 Yrs 1-6 include PP pupils in need of boosting to reach either ARE or GDS</p> <p>Easter programme for Y2 &amp; Y6 pupils to secure and extend their grasp of key knowledge and skills.</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 focussed and individual attention.</p> <p>Streams/Interventions to be covered by qualified and experienced teachers</p> <p>Data shows the children make accelerated progress to ARE by the end of the year in reading, writing and maths through teaching in small classes as children receive personalised teaching to address individual barriers to learning and gaps.</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>	SLT	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>
<b>Total budgeted cost</b>					£130,000

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?
Ensure that PP children are not financially restricted from accessing the range of enrichment, clubs and events that are embedded across the school.	Where necessary, provide funding to enable children to access extra curriculum events and extended school services, including clubs before and after school	Encourage engagement and enthusiasm within school, leading to higher attainment and attendance. Exposure to sporting, artistic and 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.	PP co-ordinator to monitor registers with regards to attendance of PP pupils. 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.	SLT PP Lead	Interim reviews – January and April  Formal review July based on Teacher Assessment  Formal review September following data at end of Key stage
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.	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.	SLT Teachers PP Lead	Interim reviews – January and April  Formal review July based on Teacher Assessment  Formal review September following validated data at end of Key stage
Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	Visit to Oxford University, raising career choices and aspirations for the future.	To raise aspirations and to provide ongoing motivation for high achieving PP pupils aiming for ambitious future careers.	The trip is well planned and pupils who attended are given the chance to share with their peers what they learned.	SLT PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at end of Key stage
<b>Total budgeted cost</b>					£5,000

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?
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 nutritional 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. Providing care will support low income families so they are able to access employment which is beneficial for families and children.	Extended schools lead and PP co-ordinator 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	Interim reviews – January and April Formal review July based on Teacher Assessment  Formal review September following validated data at end of Key stage
<b>Total budgeted cost</b>					£2,500

6. Review of expenditure £116,000 (£143,000 accounted for below)				
Previous Academic Year		2017-18		
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
To raise attainment in Reading, Writing and Maths	Additional teacher in each year allows for quality first teaching in smaller streamed groups.	Attainment has increased for PP children, and the average score in all yeargroups is far above expected – see table below. There is still a gap between PP and non-PP attainment.	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. 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.	£ £130,000

#### Attainment Analysis – St. Mary’s – July 2018

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
<b>Year 1 - All</b>	<b>19</b>	<b>21.3</b>	<b>20.2</b>	<b>20.4</b>
Pupil Premium	19	23.0	20.0	21.0
<b>Year 2 - All</b>	<b>22</b>	<b>24.4</b>	<b>23.9</b>	<b>24.6</b>
Pupil Premium	22	23.6	23.2	23.9
<b>Year 3 - All</b>	<b>25</b>	<b>27.3</b>	<b>27.0</b>	<b>27.2</b>
Pupil Premium	25	26.6	26.7	26.6
<b>Year 4 - All</b>	<b>28</b>	<b>31.3</b>	<b>29.4</b>	<b>31.2</b>
Pupil Premium	28	30.9	28.7	30.6
<b>Year 5 - All</b>	<b>31</b>	<b>34.9</b>	<b>32.6</b>	<b>34.7</b>
Pupil Premium	31	34.1	31.8	34.0
<b>Year 6 - All</b>	<b>34</b>	<b>39.8</b>	<b>36.4</b>	<b>39.4</b>
Pupil Premium	34	38.8	35.2	38.3

**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>To raise attainment in Reading, Writing and Maths</p>	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of 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><u>Y6</u> Data shows the children have made accelerated progress to ARE by the end of the year in reading (5.2 Fed Pts on average), writing (3.8) and maths (6.7). The expected in-year progress would be 3 pts.</p> <p>82% of all pupils reached the expected standard in reading, writing and maths in KS2 SATs, above the national mean of 65%</p> <p><u>Year 5</u> On average, 88% of all Y5 pupils achieved the ARE in reading, writing and maths.</p> <p>Data shows the children have made accelerated progress to ARE by the end of the year in reading (4.3 Fed Pts on average), writing (3.8) and maths (4.6). The expected in-year progress would be 3 pts.</p> <p><u>Year 4</u> On average, 86% of all Y4 pupils achieved the ARE in reading, writing and maths.</p> <p>Data shows the children have made accelerated progress to ARE by the end of the year in reading (5.9 Fed Pts on average), writing (3.9) and maths (5.6). The expected in-year progress would be 3 pts.</p> <p><u>Year 3</u> On average, 89% of all Y3 pupils achieved the ARE in reading, writing and maths.</p> <p>Data shows the children have made accelerated progress to ARE by the end of the year in reading (4.4 Fed Pts on average), writing (3.8) and maths (4.3). The expected in-year progress would be 3 pts.</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 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>	<p>£8,000</p>

		<p><u>Year 2</u> 91% of all Y2 pupils reached the ARE in reading, with 34% GDS Y2 children have made accelerated progress to ARE by the end of the year in reading (4.7 Fed Pts), writing (4.7) and maths (4.9). The expected in-year progress would be 3 pts.</p> <p><u>Year 1</u> 92% of Y1 pupils achieved the EXS in reading and the average Fed Pt score for the yeargroup was significantly higher than the EXS in reading. The gap between actual and expected attainment in writing was reduced with the PP average being significantly above the ARE. 94% of all children passed the Y1 Phonic screening check.</p>		
--	--	--	--	--

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Exposure to trips, visiting performances/workshops and scientific institutions	Funding for such events to take place. Ensure that PP children do not miss out on residential trips due to financial reasons.	Children have been able to access these events and all children have enjoyed and benefited from the experiences provided.  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. This has often led to improved confidence and vocabulary.	Whilst what has been provided is to the benefit of all pupils, we ensured that PP were specifically targeted, and ensured that attendance and access to such provision was recorded.  This year more children attended the residential visit in Y6 than in the previous year	£5,000