

St Mary's Pupil Premium Strategy Statement

1. Review of expenditure				
Previous Academic Year		2016/7		
i Quality of teaching for all				
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
To raise quality of teaching and learning and so raise standards for all in Maths	Worked with Maths adviser. Started with whole school CPD, and then targeted KS2 until finally working with a specific year group or individuals. Maths adviser ran INSET on reasoning and fluency	<p>EYFS - % Achieving expected standard+ in Maths by the end of Reception: Sch. (96%), Nat (77% 2016 figure) LA (82%) % Exceeding expected standard Sch. (38%), Nat (16% 2016 figure) LA (21%)</p> <p>KS1 - % Achieving expected standard+ in Maths : Sch. (92%), Nat (75%) LA (82%) % Higher standard Sch. (45%), Nat (21%) LA (30%)</p> <p>KS2 - % Achieving expected standard+ in Maths : Sch. (93%), Nat (75%) LA (82%) % Higher standard Sch. (38%), Nat (23%) LA (30%)</p>	A strong working relationship has been established between the Maths adviser and the maths coordinator. The adviser has delivered high quality INSET to staff and has worked with the coordinator to ensure there is correct coverage and challenge offered to all groups. The feedback has been constructive. As a result our outcomes exceed those of National. We will continue to work with the adviser who will work with new coordinator this year.	£2,775
Up skill TAs in order to improve quality of teaching and achievement of pupils	<p>Maths INSET for TAs</p> <p>Phonic training with targeted TA's running lunchtime phonic interventions</p> <p>Targeted TAs running reading lunchtime interventions</p>	<p>See above</p> <p>% Y1 working at the required standard in phonics Sch. (93%), Nat (81% 2016 figure) LA (84%)</p> <p>% Y2 working at the required standard retake Sch. (71%), Nat (67% 2016 figure) LA (57%)</p> <p>79% pupils in reading intervention groups progressed by 4+ Steps.</p>	Deploying TAs effectively and high quality training has positive impact.	£3,675
Pupils have a better understanding and raise standards and achievement.	Contributed to purchase of Numicon and Cuisenaire Rods for whole school.	<p>Y1 teachers noticed pupils more confident and successful with number bonds to 10 and mental arithmetic.</p> <p>Maths adviser noted increased: challenge, best practice and high standards in books for all groups.</p>	<p>High quality resources have impact.</p> <p>Maths coordinator gave a presentation of the use of Numicon to the Parents' Association, who then agreed to fund its purchase for KS2. They also agreed to fund training.</p>	£3,000

<p>Early identification and support put in place to enable more vulnerable pupils to achieve Good Level of Development</p>	<p>SALT to work with EYFS</p>	<p>Pupils' speech and language improved along with their confidence. Pupils more willing to engage in conversation.</p>	<p>Early intervention is most effective. SALT to devise individual programmes. TAs skilled in S&L have most impact. Additional lunchtime interventions would enable 1:1 or small groups of 2 to be set up.</p>	<p>£10,056</p>
<p>To raise quality of teaching and learning.</p> <p>To provide a broad and balanced curriculum.</p>	<p>Specialist teachers to work alongside class teachers in Music, PE, Dance and French</p>	<p>Success criteria met in all areas.</p> <p>Music –Standards are high. Stakeholders and the wider community comment on the high standard in school performances and concerts.</p> <p>PE - Learning in PE has been accelerated. More children are being identified early on as working above the expected standard so extension work offered to address their needs. School Teams showing confidence in competitive matches against other local schools.</p> <p>Staff showing greater confidence in delivering PE sessions with the emphasis on providing appropriate progression for the above average.</p> <p>Dance – The profile of dance has been raised, pupils have entered a dance competition. Children showing greater ability in expressing their feelings through dance. Teachers incorporating dance into more literacy sessions.</p> <p>French –St Thomas More Secondary school has commented on how St Mary's pupils enter Y7 with a high standard in French.</p>	<p>To continue to invest in specialists to accelerate progress and attainment.</p>	<p>£8,000</p>
<p>ii Targeted support for pupil premium pupils</p>				
<p>To accelerate progress of all pupil premium pupils in Reading, Writing and Maths.</p>	<p>Identified most needy, and acted on findings of Sutton Trust, used three part time teachers to provide targeted maths support.</p>	<p>4+steps of progress Reading, Writing and Maths</p> <p>Where there were no additional barriers to learning pupils made</p> <p>Y2 4 children made 5 steps of progress in RWM</p> <p>Y3 2 children made 5 steps of progress in reading, 1 in writing and 1 in maths.</p> <p>Y4 3 children made 3 steps in Reading, 1 child made 6 steps in writing (2 made 5)</p> <p>Y5 3 children made at least 5 steps in reading, 4 made at least 5 steps in writing, 6 made at least 5 steps in maths.</p> <p>Y6 3 students made at least 5 steps in reading, 4 made at least 5 steps in writing and 2 in maths.</p>	<p>To continue to invest in skilled teachers to target key pupils</p>	<p>£38,000</p>

To improve enjoyment and achievement of targeted PP children in Reading	Targeted TA support in Reading in KS1 Four TAs running lunch time reading interventions (1:1) in KS2	YR 100% of children made six steps of progress Y1 Y2 100% of children made at least 4 steps of progress. Y3 –100% of children made at least 4 steps Y4 - One child made 6 steps progress Y5 - 66% of children made at least 4 steps progress. Y6 –86% of children made at least 4 steps progress.	Continue with additional intervention and aim for accelerated progress (5+ Steps) Pupils in intervention groups to be identified on school tracking system and intervention monitored for impact. Data to identify changes to be made.	See above
To support pupils to overcome barriers to learning	SALT to work with key PP pupils STEPS to work with key PP pupils Educational Psychologist to work with key PP pupils	SALT team and class teachers reported positive impact on PP pupils. The children showed increased self- esteem, emotional well-being and confidence to engage with others. STEPS – One pupil made 4 steps in Reading, 5 in maths and 3 in writing. Positive impact seen regarding psychological wellbeing, social, emotional development. This led to a raise in educational standards of one of the pupils who made 5 steps progress in maths.	Continue to invest and work closely with outside specialist agencies to provide high quality support for pupils.	See previous note
Support pupils to improve emotional and mental health barriers to learning	Art therapist working with key PP pupils	Positive impact on emotional well- being and behaviour. Pupils have become calmer in school and this has positive impact on their peers.	Continue to invest in this specialist therapy to provide the best support for the individual and his/her family.	£4,000
iii Other Approaches				
Personal/cultural development	Investing in specialist tuition - Music lessons and instruments After school clubs Educational visits Residential visits	Pupils’ lives were enriched and the children showed increased self- esteem, emotional well-being and confidence. Pupils benefitted from the positive health benefits in sport as well their developing listening skills and the other skills associated with team work.	Continue with this successful approach as it offers the pupils to develop the child holistically and supports them in developing their talents.	£8,000

Tailored resources that impact on individuals	Numicon, Cuisenaire Rods and place value counters purchased to raise standards	Concrete materials supported pupils in their understanding, fluency and reasoning.	Numicon very successful in EYFS and KS1. See above	£8,000	
2 Summary Information					
Academic year	2017/18	Total PP budget	£ 50740	Date of most recent PP Review	October 2017
Total number of pupils	465	Number of pupils eligible for PP	40 (incl 2 Eversix)	Date for next internal review of this strategy	January 2018
3 Current attainment of PP					
% on track for GLD in EYFS		100%	n/a		
% on track for achieving Y1 Phonics		80%	SEN factors – one pupil has SALT support		
% on track achieving expected standards in KS1 Combined (Cohort of one child)		0%	SEN factors (one pupil with EHCP)	Senco to ensure best interventions in place. Meet with key parents to stress their role in progress of their children.	
% on track achieving higher standards in KS1 Combined at KS1 (Cohort of one child)		0%			
% on track achieving expected standards in KS2 Combined (12 students)		75%	SEN factors: two pupils with SEN support and one with poor parental support and persistent absence.	Senco to ensure best interventions in place. Meet with key parents to stress their role in progress of their children.	
% middle prior attainment achieving expected standard in reading at KS2		100% (6 pupils)			
% middle prior attainment achieving expected standard in writing at KS2		100% (8 pupils)			
% middle prior attainment achieving expected standard in maths at KS2		83% (5 out of 6 pupils)	One child has persistent absence.	Met with parents to stress their role in the progress of thiiir children.	
% higher prior attainment achieving higher standards in combined at KS2		100% (1 pupil)			

4 Barriers to future achievement for all pupils eligible for PP

In school barriers

A	SEN – 28% of pupil premium pupils in KS1 and KS2 are on the SEN register. Many of these have complex needs, three children work with the ASD outreach team , three work with the educational psychologist, 3 children work with the STEPS team and four children work with SALT.
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B	Emotional and behavioural				
C	Lack of persistence and resilience when faced with a challenge in learning. Negative mind-set.				
D	Lack of pre-school exposure to high quality literature leading to poor early literacy skills and comprehension levels.				
External barriers					
Parental support	Complex family difficulties leading to lack of support from home.				
Absences	Low levels of attendance				
5 Desired Outcomes					
	Desired outcomes	Success criteria	How they will be measured		
A	Accelerated progress and attainment	Children make accelerated progress in year in R,W,M	Teacher assessments, formative and summative. Analysis of data. Pupil voice and evidence in books.		
B	Pupils show more resilience	Pupils show more persistence and positive attitude to problem solving	Witnessed behaviours – pupils will find other solutions, not give up or be passive, become more independent and complete tasks. They will complete more/ all of test questions. Pupil voice.		
C	Improved attendance for key pupils	No PP child noted as a persistent absentee. Attendance rates will not fall below 95%	Attendance rates The HT continuing her close links with attendance officer and school nurse to meet with key families alongside the HT.		
D	SEN issues in accessing learning are addressed	Pupils' confidence and self- esteem will increase. Key pupils will show more positive behaviour and attitude to learning.	Witnessed behaviours, pupil and parent voices.		
E	Emotional difficulties in accessing learning are addressed	Counselling of key pupils has a positive impact on pupils' self- esteem, behaviour and engagement.	Witnessed behaviours, pupil and parent voices.		
6 Planned expenditure					
Academic year	2017/18				
Quality of outcomes for all					
Desired outcome	Chosen approach	Evidence and rationale for this approach	Ensuring good implementation	Staff lead	Review of implementation

1 Accelerated progress and attainment	Early intervention of Speech and language in Nursery	Evidence shows early intervention is most effective and speech and language is crucial for learning and self confidence	Liaise with SALT. To ensure best strategies. Monitor and track targeted pupils. Impact raised during half termly pupil progress meetings.	SENCO EYFS leader	September 2018
	Additional TA in Reception, interventions	Disadvantaged pupils and vulnerable to others	Identified and established early in tracked for impact. Impact raised during half termly pupil progress meetings.	SENCO	September 2018
	Skilled TA to offer additional lunchtime interventions to key pupils in YR –under guidance of SALT	Targeted 1:1 or very small group has resulted in accelerated progress.	As above	SENCO	September 2018
	Additional phonics intervention in Y1	As above	Impact raised during half termly pupil progress meetings.	Literacy Coordinator	September 2018
	Additional phonics intervention in Y2 for pupils retesting	As above	Impact raised during half termly pupil progress meetings.	As above	September 2018
	Additional lunch time reading interventions for key pupils – run by TAs in Y2 -6	Daily reading has shown to accelerate progress, raise attainment as well as pupil engagement.	Groups start September using Summer 2 progress and attainment data. Groups tracked using internal tracking system. Impact raised during half termly pupil progress meetings.	AH	September 2018
	1:1 support for key pupils in lessons – either with teacher or TA	This allows individual learning to be delivered and is more effective.	Class teacher to monitor and seek support from SENCO Impact raised during half termly pupil progress meetings.	SENCO	September 2018
	1:1 support for key pupils on the playground	The presence of an adult supports the pupil in socially, emotionally and leads to improved behaviour.	SENCO to work with class teachers and midday supervisors Daily feedback.	SENCO	Daily

	Part time teacher employed to deliver targeted support in maths		Groups start September using Summer 2 progress and attainment data. Groups tracked using internal tracking system. Impact raised during half termly pupil progress meetings.	AH	September 2018
	Volunteer reading helpers	With mentors in reading pupils have shown more engagement and accelerated progress.	Entrance and exit data assessed	HT AHs to track	September 2018
	Effective deployment of TAs	Additional adult allows the teacher to work with targeted pupils	TAs to work with all levels of ability	HT	September 2018
	Specialist teachers to work alongside class teachers in Music, PE, Dance and French	Investing in specialists has led to accelerated progress, high standards. It has made pupils more self -confident and developed the skills of the class teacher.	Witnessed behaviours. Participation in competitions, concerts, performances. Feedback from pupils, parents, governors and secondary school.	HT	September 2018
	Tailored resources that impact on the achievement of individuals	High quality resources engage pupils and accelerate progress.	Analysis of data. Appropriate challenge seen in activities/books. Pupil voice and attitude to learning.	AH	September 2018
Total budget Cost					£42,000
iii Other approaches					
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice	Ensuring good implementation	Staff Lead	Review date of implementation
Improved content of RE lessons - Deanery Inset 20.10.17	Teachers to receive INSET from Lat Blaylock on Imagination, Creativity and Inspiration in the RE Curriculum	Inspirational teaching will lead to higher standards across the curriculum.	Class teachers to offer lessons, model approach and vocabulary. Updates/ progress shared in staff meetings.	HT	September 2018

Improved attendance	HT to robustly track attendance and lateness.	Data shows the strong correlation between poor attendance and underachievement. Whilst high attendance is linked to higher achievement.	HT to initially put concerns in writing. If this persists she will work closely with the attendance officer, HT to arrange meeting with parent/carer and school nurse.	HT	Dec.2018
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SEN issues in accessing learning are addressed	To work closely with all outside agencies	This team approach has had positive impact on the emotional well-being and learning of pupils.	TAC meetings scheduled. Review of target meetings with SENCO, teacher and TA. New targets set. Class room observations/ working with targeted pupils. Maintaining a sensory room.	SENCO	September 2018
Emotional difficulties in accessing learning are addressed	Art therapist to work with key PP children	Pupils who have difficulty managing behaviour or show signs of stress/anxiety benefit from this 1:1 therapy.	Trained and experienced counsellor to run the session. Once discharged the pupil will remain under the "umbrella" of the therapist	SENCO	September 2018
Personal and cultural development of the individual	Funding is available for uniform, after school clubs, music lessons and instruments, educational and residential visits	The school is committed to developing the whole child and help them develop their talents and achieve their full potential.	Parents will be informed of this funding. Registers will be scrutinised to identify PP pupil participation. Parents will be approached by AH or a member of staff deemed best, under the guidance of AH.	PE coordinator AH	September 2018
Total budget Cost:					£50,470

7 Additional Detail

The current percentage of Pupil Premium pupils in the school is 8% and well below the National figure of 25.2% (2016 figure)

We have researched the best way to spend the Pupil Premium funding so that it has the greatest impact not only on PP pupils but also on their peers.

We were guided by the Sutton Trust research and invest for impact and have chosen to invest in high quality training for all staff, employing a part time teacher to support key pupils, deploying skilled TAs to run interventions under the guidance of outside agencies or the class teacher.

Money has also been allocated to support individuals with uniform, trips, residential visits, music lessons, after school clubs and tailored resources.

The number of PP pupils in a class or year group can be small and some year groups may have only four or five pupil premium children out of sixty. This means that each child makes up a much larger percentage of the group when compared to the percentage of a non-pupil premium child in their group. For example, if there are four pupil premium pupils in a group then each child represents 25%. If there are fifty six non pupil premium pupils then each one represents 1.8%. As a result caution must be taken when comparing the groups based on such statistics.