



## St Mary's RC Primary School

### PUPIL PREMIUM STRATEGY STATEMENT: 2018 – 2019

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

#### RATIONALE:

At St Mary's RC Primary School, we are committed to ensuring that children receive the very best possible educational experience in order to develop their full potential, both academically and socially.

When deciding how to spend Pupil Premium Grant, we look carefully at the potential barriers to learning faced by pupil premium children in the context of our school. The reasons for underachievement are many and varied and may include; attendance and punctuality difficulties; amount of support for learning at home or social and emotional difficulties arising from complex family situations. Children entitled to the pupil premium grant are unique in its situation and our response to their needs must reflect this. ***Our key objective in using the pupil premium grant is to diminish the attainment and achievement gap between pupils entitled to pupil premium and those who are not.***

#### We will ensure that:

- ✓ A high profile is given to children who are eligible for the PPG
- ✓ All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils in our school is carefully tracked and analysed using a variety of information and data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils. The school leadership team and Governing Body regularly monitor the effectiveness and impact of the Pupil Premium Strategy.

#### 1. SUMMARY INFORMATION:

**Total Pupil Premium Budget:** £51, 440

<b>Academic Year:</b>	2018 - 2019	<b>Number of pupils eligible:</b>	36	<b>Most Recent Review:</b>	September 2018
<b>No. Pupils:</b>	211	<b>% of pupils eligible:</b>	17%	<b>Next Strategy Review:</b>	December 20th 2018
<b>EYPP</b>	<b>FSM</b>	<b>Ever 6</b>	<b>LAC</b>	<b>Service children</b>	
2	19	12	3	0	

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Ever 6 children - £1, 320 per child
Post Looked After Children - £1900 per child
Service Children - £300 per child
LAC Children - £2300 per child (£600 retained by the Local Authority)

#### LINKS TO SEND:

SEND register + PP	
SEND register + LAC	
SEND register + PP + LAC	

#### PUPIL PREMIUM POPULATION WITHIN THE SCHOOL:

	EYFS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Number	3	27	5	25	5	26	4	26	5	25	8	22	6	24
%	10%	90%	16.7%	83.3%	16.1%	83.9%	13.3%	86.7%	16.7%	83.3%	26.7%	73.3%	20%	80%

#### 2. 2018 OUTCOMES:

KS1	Pupil Premium			Other			School gap*	KS2	Pupil Premium			Other			School gap*
	School	NA	Diff	School	NA	Diff			School	NA	Diff	School	NA	Diff	
EYFS GLD	40%	73%	-33%	76%	71%	-1%	-31%	Expected standard reading	75%	80%	-5%	97%	75%	+22%	0%
Year 1 Phonics	40%	85%	-45%	77%	81%	-4%	-41%	Expected standard writing	50%	83%	-33%	90%	78%	+12%	-28%
Expected standard reading	33%	79%	-46%	80%	76%	+4%	-43%	Expected standard maths	75%	80%	-5%	93%	78%	+15%	-3%
Expected standard writing	33%	74%	-41%	77%	68%	+9%	-35%	Expected standard GPS	75%	82%	-7%	97%	76%	+21%	-1%
Expected standard maths	33%	79%	-46%	77%	75%	+2%	-42%	Expected standard RWM	50%	70%	-20%	87%	64%	+23%	-14%

\* Gap between Pupil Premium pupils and other pupils nationally

#### 3. BARRIERS TO ATTAINMENT AND DESIRED OUTCOMES: (For pupils eligible for PPG, including high ability)

General in school barriers:	General external barriers:
Percentage of PP pupils achieving greater depth across the school in Reading, Writing & Maths	Attendance and punctuality

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Data on entry: recent cohorts have entered EYFS with speech and language below age related expectations	Intake is from a number of different providers, some pupils enter with little or no nursery experience
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Desired Outcomes		Success Criteria
<b>A</b>	Higher rates of progress, and an improved average scaled score in maths and increase in rates of progress in Reading and Writing for KS2 pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths and Reading bringing Scaled Scores in line with NA. Measured in years 4, 5 and 6 by teacher assessments and successful moderation practices.
<b>B</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>C</b>	Provide additional support for PP SEN pupils	PP pupils on the SEN register make progress each term. This is measured using the Hodder Scale.
<b>D</b>	Children with additional needs are given high quality, individualised support.	Provision for SEND pupils is fully in line with the new code of practice for SEND. PP pupils make the same rate of progress as their non-PP peers.
<b>E</b>	Increase levels of parental support and understanding of how to help with homework, maths strategies, phonics and reading at home.	Monitor attendance at curriculum evenings. Organise open afternoons for maths, phonics and reading strategies. Offer booklets with 'handy hints and tips' along with resources to support academic achievement at home. Organise 'stay and play' sessions in EYFS.
<b>F</b>	Improved attendance and punctuality of PP children.	Reduction in the number of persistent absentees among pupils eligible for PP; attendance for the children is above the national average of 96%.
<b>G</b>	Opportunities for enrichment are provided and supported. Welfare issues are addressed in partnership with families and other agencies when necessary.	PP pupils involved in enrichment activities. Targeted PP pupils supported with wrap around care.

#### 4. PLANNED EXPENDITURE FOR 2018 – 2019:

##### i. Quality of teaching for all

	Desired Outcomes	Action	Evidence & Rationale	Link to SIP	How will you ensure it is well implemented?	Staff Lead
<b>A</b>	Improved attainment and progress in maths and reading.	Staff CPD: Effective Marking and Feedback BLAST training Autism Awareness training Phonics training	We want to invest some of the PP in longer-term change, which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an	<b>Priority 2.4:</b> Maximise Pupil feedback ensuring it is effective at accelerating pupil progress.	Courses selected using evidence of effectiveness.  Use INSET days to deliver training.	Headteacher  SLT

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		Resources: Maths manipulatives	approach that we can embed across the school.		Peer observation of attendees' classes after the course, to embed learning.	
<b>A</b>	Strategies to close the gap and intervention programmes to support PP pupils delivered by trained staff.	Classroom Secrets ( <i>ensuring reasoning and problem solving is prominent and well developed in all lessons</i> )	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	<b>Priority 2.3:</b> Development of the role of LSAs to effectively target support.		
<b>Budget Summary:</b> BLAST - £215 Autism Awareness training Phonics Training Maths manipulatives BRP -				<b>Expenditure:</b>		
<b>ii. Targeted support</b>						
	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence &amp; Rationale</b>	<b>Link to SIP</b>	<b>How will you ensure it is well implemented?</b>	<b>Staff Lead</b>
<b>A</b>	Improved progress for PP pupils in Maths, Reading & Writing.	Weekly small group sessions in maths and reading with TA and experienced teacher, in addition to lessons.  1:1 feedback sessions from Yr 6 class teacher responding to feedback and marking and formative/summative assessment data for Maths and English.  Improved data analysis resulting in targeted intervention based on identified gaps in knowledge and weakness of skills.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<b>Priority 2.1:</b> Implementation of Classroom Monitor to robustly monitor and analyse achievement and progress.  <b>Priority 2.4:</b> Maximise Pupil feedback ensuring it is effective at accelerating pupil progress.  <b>Priority 4.2:</b>	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator.  Teaching assistant (TA) CPD for TAs supporting the sessions.  Success@arithmetic Calculation Intervention training	Yr 6 teacher  Maths Lead  English Lead  SLT  Intervention team

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				To improve the standard of boys writing across the school to become in line with the attainment of girls.	1:1 sessions with class teacher  BRP sessions	
<b>B</b>	Improved oral language skills in Reception.	Staff training on developing oracy for the PP pupils in EYFS: BLAST language programme.  Deliver small group intervention in BLAST.	PP are making less progress than others in speaking and listening in EYFS. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.  EEF Toolkit suggests up to 5 months additional progress for EYFS pupils who are targeted for interventions.	<b>Priority 5.2:</b> To improve oral language skills in Reception.	EYFS lead will take a lead on ensuring pupil outcomes are improving and that the provision supports their academic development.	EYFS Lead  S. Curran
<b>C</b>	Intervention groups and booster support groups in Y6.	From 14th March – 14th May, daily intervention and booster groups will be delivered in Y6 with two members of teaching staff. Targeted support will be planned and impact monitored.  Highly skilled TAs to be deployed to deliver interventions based on what children have/have not achieved during core subject lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<b>Priority 4.3:</b> Diminish the difference to any pupil identified as disadvantaged.	Y6 class teacher to organise groups between himself and the HLTA. This will in response to marking and feedback and assessment data.  20% of the cohort in Y6 are eligible for PP funding. These 6 pupils will consistently be part of the MasterClass intervention and booster groups in order to narrow the gap between their attainment and their peers.	Yr 6 teacher  C. Crawley  SLT

<b>D</b>	Provide additional support for PP and SEN pupils.	Counselling service provision to support emotional wellbeing and improve attitudes to learning.  Additional 1-1 support via HLTA intervention.	Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning.  School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils.	<b>Priority 4.4:</b> Maintain the high levels of SEN progress resulting in improved % achieving ARE.	SENDco will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional and academic development.  The intervention team will have weekly meetings to ensure the provision is supporting all PP with SEN.	SENDco  School Counsellor  HLTAs
<b>E</b>	Increasing the number of PP pupils reaching a greater depth across the curriculum.	SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum.	The school data shows that we need to increase the number of most able PP pupils reaching a higher standard. Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools.  We have focused on maths, as this is a key school improvement priority. School will source Gifted and Talented / More Able Maths days of which the PP pupils in Yr5 and Yr6 will be eligible to attend.	<b>Priority 2.5:</b> Improve progress in mathematics across the school for all pupils with a particular focus on higher achieving pupils.	1:1 teaching time and review sessions with Y6 teacher and maths coordinator.  Produce a list of targeted pupils and track progress.  Targeted Y5 / 6 pupils to attend More Able maths day.	English Lead  Maths lead  SLT  All staff

**Budget Summary:**  
HLTA intervention working throughout the school – £32, 067  
Counselling Service - £3, 510

**Expenditure:**

**iii. Other approaches**

	Desired Outcomes	Action	Evidence & Rationale	Link to SIP	How will you ensure it is well implemented?	Staff Lead
<b>D</b>	Actions from SEN health check are	SENDco given additional non-contact time – improve	ASP data highlights non-SEN pupils outperform their SEN peers.	<b>Priority 4.4:</b>	Weekly Intervention team meetings.	SENDco

	fully embedded and new code of practice is followed fully.	provision for SEN pupils by allowing full implementation of actions outlined in SEND review ( <i>develop teacher/ TA communication, monitoring of support action plan implantation, target setting, involvement in data analysis, tracking of progress, gaining NASENco Award</i> )		Maintain the high levels of SEN progress resulting in improved % achieving ARE.	Focussed SEN notice board in staff room.  Termly SEND report submitted to governors.  Dedicated release time for NASENco assignments.	
<b>E</b>	Increase parental engagement through workshops.	Class teachers and subject leads to deliver workshops for parents.  Support parents with maths and phonics strategies to share at home.	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust).  Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment.	<b>Priority 3.2:</b> To develop effective strategies to involve parents in their child's learning.	Attendance information at workshops to be analysed.	SLT  Maths Lead  All staff
<b>F</b>	There will be an overall increased attendance percentage for PP children and a smaller percentage of PP children considered as persistent absentees.	Monitor attendance on a weekly basis; Office to contact parents by phone call if they have not contacted school by 9.30am on a daily basis to explain absence.  Letters to arrange attendance meetings for those who fall below 90% on a half-termly basis.  Rewards given for those who significantly improve. A new positive prize system introduced for all pupils.	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education (Ofsted, School Attendance report, Nov 2016)  Research shows that achievement and attendance levels are linked. The more time a pupil is in school, the more opportunity there is to experience high quality teaching. Pupils' absence affects all pupils in a class as adult time is directed towards catch up rather than stretch and challenge.	<b>Priority 3.1:</b> Develop attendance procedures so that they target the minority of pupils where attendance is below the school average as a result of PA.	Standing agenda item on the Achievement, Standards and Outcomes Committee Agenda that meet on a half-termly basis.  SLT to jointly devise a new attendance policy ensuring a shared vision and approach.  Half-termly meetings between the Headteacher and School Support Manager to identify pupils needing an attendance warning letter.	Headteacher  School Support Manager

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		A new attendance policy devised and shared with all parents.				
<b>G</b>	Enable PP children to have full access to a broad and balanced curriculum including extra-curricular activities.	<p>Pupils in Y6 in receipt of PP funding attend residential and education visits.</p> <p>Attendance at the Christmas Pantomime.</p> <p>Resources to enhance curriculum provision.</p> <p>Attendance at Breakfast Club.</p> <p>Resources to support learning or attendance at school.</p>	<p>PP pupils to be given an opportunity to access opportunities they may otherwise not have been able to partake in.</p> <p>PP pupils have access to a range of resources they may not otherwise have.</p>	<b>Priority 6.3:</b> Identify ways to poverty proof the school to ensure disadvantaged pupils are not marginalised.	Discussions with School Support Manager to identify and support pupils who are eligible for PP funding with extra-curricular activities and residential trips.	All staff
<b>Budget Summary:</b> Resources - Pantomime – Breakfast Club – Ford Castle – Attendance Prizes -				<b>Expenditure:</b>		
<b>TOTAL EXPENDITURE</b>						£

## 5. REVIEW OF EXPENDITURE FROM PREVIOUS ACADEMIC YEAR (2017 - 2018):

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact <i>(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost

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<p>Improved attainment and progress in maths and writing.</p> <p>Strategies to close the gap and intervention programmes to support PP pupils delivered by trained staff.</p>	<p><b>Staff training:</b></p> <p>NASEN conference, Using EYPP Quick 6 strategies - Maths EY phonics WhiteRose maths LA training</p>	<p><b>Key Stage 1:</b></p> <p><b>Key Stage 2:</b></p>	<p>Our interventions are having a positive impact on our PP children alongside quality first teaching. The training offered to TAs and teaching staff has enabled research and proven pedagogy to have an impact on strategies to close the gap. Further research, development and CPD is to be sourced next year.</p> <p>More targeted test / SATs experience for PP children may help to avoid the narrow misses and ensure that more children achieve the higher standard in maths.</p> <p>Next year, we aim to implement BRP as an intervention programme to support pupils in Y3 and Year 4 to maintain the strong results the school is achieving in Reading.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact (Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improved progress for PP pupils in Maths and Reading.</p> <p>Provide additional support for PP SEN pupils.</p> <p>Increasing the number of PP pupils reaching</p>	<p>Weekly small group sessions in maths with TA and experienced teacher, in addition to standard lessons.</p> <p>1:1 feedback sessions from Y6 class teacher responding to feedback and marking and formative/summative assessment data for Maths and English.</p>	<p><b>See 2018 Outcomes (current data).</b></p>	<p>Outcomes in EYFS were strong in the Prime Areas; however, the % of pupils achieving a GLD needs to increase next year. EYFS Lead to work alongside the EYFS LA advisor to ensure the needs of PP pupils are being met and targeted sufficiently.</p> <p>Pre-school morning booster classes increased attainment and progress for those who attended, but it was difficult to target support at PP pupils if they were unable to attend these sessions. School to creatively</p>	

<p>a greater depth across the curriculum.</p> <p>Improved oral language skills in Reception.</p>	<p>Booster groups offered on before school in Spring term.</p> <p>R.E. co-ordinator chaplaincy provision to support emotional wellbeing and improve attitudes to learning.</p>		<p>think of a different way to offer booster sessions, which have impact on PP and non-disadvantaged pupils next academic year.</p> <p>The use of the R.E. co-ordinator, in a Chaplaincy capacity, supported the emotional wellbeing of PP pupils and helped to develop their resilience to learning. School to source the support of a school counsellor to develop and continue with this role.</p> <p>The placement of a full time HLTA is to continue in year 6, this will allow allowed targeted via lessons being split according to need.</p> <p>More targeted test / SATs experience for PP children may help to avoid the narrow misses and ensure that more children achieve the GDS in all subjects.</p>	
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b> <i>(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<p>Enable PP children to have full access to a broad and balanced curriculum including extra-curricular activities.</p>	<p>Pupils in Y6 in receipt of PP funding had a fun filled residential at Ford Castle.</p> <p>Attendance at the Christmas Pantomime.</p> <p>Educational Visits and coach travel.</p>	<p>Requirements of the OAA PE curriculum were met and PP pupils were given an opportunity they might not have otherwise been able to partake in.</p> <p>PP pupils were given an opportunity they might not have otherwise been able to partake in.</p>	<p>PP pupils were given opportunities to access curricular and extra-curricular activities they may otherwise not have participated in.</p> <p>This supportive approach will continue next academic year.</p>	

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		Pupils in receipt of PP have had places paid for them on class trips (coach travel and entrance fees).		
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**6. ADDITIONAL DETAIL:**

<b>GOVERNANCE:</b>			
<b>Monitoring the effectiveness &amp; impact of the 2018 – 2019 Pupil Premium Strategy</b>			
Pupil Premium Governor: Mrs A. Bates			
<b>Pupil Premium Review Date</b>	<b>Autumn:</b>	<b>Spring:</b>	<b>Summer:</b>
<b>Autumn Review Summary:</b>			
<b>Spring Review Summary:</b>			
<b>Summer Review Summary:</b>			

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