



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

| 1. Summary Information                  |                                 |   |        |   |           |
|---|---------------------------------|---|--------|---|-----------|
| <b>School</b>                           | St Mary's C of E Primary School |   |        |   |           |
| <b>Academic Year</b>                    | 2017 - 2018                     | <b>Total PP budget</b>                          | 33,200 | <b>Date of review and approval</b>                    | 18.9.17   |
| <b>Total number of pupils in school</b> | 212                             | <b>Number of pupils eligible for PP inc LAC</b> | 22     | <b>Date for next internal review of this strategy</b> | Sept 2018 |

| 2a Current attainment at the end of Key Stage 2              |                                      |  |                   |  |
|--|--------------------------------------|--|-------------------|--|
|  | <i>Pupils eligible for PP school</i> | <i>Pupils not eligible for PP School</i> | <i>All pupils</i> | <i>Not eligible for PP (National 2017)</i> |
| <b>Number of pupils</b>                                      | 4                                    | 26                                       | 30                |  |
| <b>% achieving expected level in reading, writing, maths</b> | 50% ( 2 out of 4)                    | 85% ( 22 out of 26)                      | 77%               | 61%  |
| <b>% achieving expected level in reading</b>                 | 75% ( 3 out of 4)                    | 91% (24 out of 26)                       | 90%               | 71%  |
| <b>% achieving expected level in writing</b>                 | 75% ( 3 out of 4)                    | 96% (25 out of 26)                       | 93%               | 76%  |
| <b>% achieving expected level in maths</b>                   | 75% ( 3 out of 4)                    | 91% ( 24 out of 26)                      | 90%               | 75%  |
| <b>% achieving expected level in SPaG</b>                    | 100% ( 4 out of 4)                   | 96% (25 out of 26)                       | 97%               | 77%  |
| <b>% achieving greater depth in reading, writing, maths</b>  | 0% ( 0 out of 4)                     | 15% ( 4 out of 26)                       | 13%               | 9%   |
| <b>% achieving greater depth in reading,</b>                 | 25% ( 1 out of 4)                    | 38% ( 10 out of 26)                      | 37%               | 25%  |
| <b>% achieving greater depth in writing</b>                  | 0% ( 0 out of 4)                     | 19% ( 5 out of 26)                       | 17%               | 18%  |
| <b>% achieving greater depth in maths</b>                    | 25% ( 1 out of 4)                    | 38% ( 10 out of 26)                      | 33%               | 23%  |
| <b>% achieving greater depth in SPaG</b>                     | 25% ( 1 out of 4)                    | 50% ( 13 out of 26)                      | 43%               | 31%  |



| <b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                 |   |
|--|---|
| <b>In- School Barriers</b> (issues to be addressed in school, such as poor oral language)                    |   |
| A  | Less focus on Oracy and Vocabulary within the Governments new curriculum frameworks |
| B  | Need for personalised curriculum/support.   |
| C  | Limited life experiences of pupils outside school                                   |
| <b>External Barriers</b> ( issues which also require action outside of school, such as low attendance rates) |   |
| D  | Home Learning not supported by all parents  |

| <b>4. Desired Outcomes</b> |  |
|----------------------------|--|
| A                          | Increased focus on vocabulary and speech in reading and writing  |
| B                          | Identified PP pupils receive personalised interventions.   |
| C                          | All pupils to be given the same opportunities regardless of financial background   |
| D                          | Support given to parents and families to encourage Home learning to be completed on time and to a high standard, together with additional teaching in Year 2 and Year 6 to bridge any identified gaps. |

| <b>5. Planned Expenditure</b>  |   |  |   |                   |   |
|--|---|--|---|-------------------|---|
| <b>Academic Year</b>   | 2017 -2018  |  |   |                   |   |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve outcomes, provide targeted support and support whole school strategies. |   |  |   |                   |   |
| <b>1. Quality teaching for all</b>   |   |  |   |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>                                     | <b>How will you ensure it is implemented well?</b>                | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Increased focus on vocabulary and speech in reading and writing  | <ul style="list-style-type: none"> <li>Purchase of quality texts for whole</li> </ul> | <ul style="list-style-type: none"> <li>Analysis of external and internal assessment</li> </ul> | Whole school approach to guided reading and writing which will be | PH, JH, SD        | Sept 2017                                   |



|   |  |   |   |   |                  |
|---|--|---|---|---|------------------|
|   | <p>class guided reading.</p> <ul style="list-style-type: none"> <li>• Purchase of quality writing exemplar.</li> <li>• Purchase of apps for i-pad to promote and develop vocabulary.</li> <li>• Provide whole school training for I pads from external provider.</li> </ul>  | <p>data show areas for development in pupils understanding and knowledge of higher order vocabulary.</p> <ul style="list-style-type: none"> <li>• Lower outcomes in writing compared to other subjects across school.</li> </ul>  | <p>monitored by the subject leader and SLT.</p>   |   |                  |
| <p>Support given to parents and families to encourage Home learning to be completed on time and to a high standard, together with additional teaching in Year 2 and Year 6 to bridge any identified gaps.</p> | <ul style="list-style-type: none"> <li>• Information evenings and leaflets for parents.</li> <li>• Opportunities for home learning, particularly IT based to be completed in school.</li> <li>• Additional deployment of teaching resources to Year 2 and Year 6.</li> </ul> | <ul style="list-style-type: none"> <li>• Analysis of home learning indicates which families routinely do not support home learning.</li> <li>• The additional teaching in Year 2 and Year 6 consistently has a positive impact to ensure pupils achieve their targets.</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance at information evenings.</li> <li>• Continued monitoring of home learning.</li> <li>• Analysis of pupil outcomes in these year groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Relevant subject leaders.</li> <li>• Class Teachers</li> <li>• PH</li> </ul> | <p>Sept 2017</p> |
| <b>Total budgeted cost</b>  |  |   |   |   | <p>£7,500</p>    |



| <b>2. Targeted support</b>   |   |  |   |  |   |
|--|---|--|---|--|---|
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>                                 | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                                    | <b>When will you review implementation?</b> |
| Identified PP pupils receive personalised interventions.                         | Deployment of additional support within classes to deliver specified interventions. | Monitoring of current interventions indicate a positive impact upon learning and outcomes. | Analysis of outcomes and monitoring of teaching and learning through book scrutiny and lesson observations. | <ul style="list-style-type: none"> <li>PH</li> </ul> | Sept 2017                                   |
| <b>Total budgeted cost</b>   |   |  |   |  | £24, 500                                    |
| <b>3. Other approaches</b>   |   |  |   |  |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>                                 | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                                    | <b>When will you review implementation?</b> |
| All pupils to be given the same opportunities regardless of financial background | Funding for any additional activity available for any pupil facing hardship.        | Ensuring all pupils are given the same opportunities.                                      | Monitoring and review of participation.   | PH   | Sept 2017                                   |
| <b>Total budgeted cost</b>   |   |  |   |  | £1,200                                      |



## 6. Review of expenditure

Previous Academic Year

2016 -2017

### 2016- 2017 expenditure was targeted as follows:

To raise attainment through the employment of teaching assistants to facilitate small group learning for reading, writing and maths and/or 1:1 support for identified pupils. £18, 000

Training of staff to meet the needs of the identified pupils e.g. phonics training, mathematics, and writing interventions £1000

To purchase additional reading resources across the school to provide quality resources for pupils £2000

Training of identified staff to enhance their work they do to have more impact on a child's learning and development – including, speech & language training and reading development £1000

To provide enriching activities to develop confidence and self-esteem eg music tuition, school trips £1000

To subsidise booster sessions for Year 6 and Year 2 £3000

**The progress and attainment of pupil premium children and therefore the impact of these actions can be evidenced above.**