



## St Mary's C of E Primary School

### Pupil Premium Strategy Statement 2018-2019

Summary Information 2018/2019					
<b>School</b>	St Mary's C of E Primary School				
<b>Academic Year</b>	2018 - 2019	<b>Total PP budget</b>	34,100	<b>Date of review and approval</b>	17.9.18
<b>Total number of pupils in school</b>	210	<b>Number of pupils eligible for PP inc LAC</b>	20	<b>Date for next internal review of this strategy</b>	Sept 2019

Current attainment at the end of Key Stage 2 (Impact of expenditure from 2017/2018)				
	<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>	7	23	30	
<b>% achieving expected level in reading, writing, maths</b>	57% ( 4 out of 7)	96% ( 22 out of 23)	87%	61%
<b>% achieving expected level in reading</b>	100% ( 7 out of 7)	100% (23 out of 23)	100%	71%
<b>% achieving expected level in writing</b>	57% ( 4 out of 7)	96% ( 22 out of 23)	87%	76%
<b>% achieving expected level in maths</b>	86% ( 6 out of 7)	100% (23 out of 23)	97%	75%
<b>% achieving expected level in SPaG</b>	71% ( 5 out of 7)	100% (23 out of 23)	93%	77%
<b>% achieving greater depth in reading, writing, maths</b>	14% ( 1 out of 7)	17% ( 4 out of 23)	13%	9%
<b>% achieving greater depth in reading,</b>	29% ( 2 out of 7)	70% ( 16 out of 23)	60%	25%
<b>% achieving greater depth in writing</b>	14% ( 1 out of 7)	17% ( 4 out of 23)	17%	18%
<b>% achieving greater depth in maths</b>	14% ( 1 out of 7)	35% ( 8 out of 23)	30%	23%
<b>% achieving greater depth in SPaG</b>	29% ( 2 out of 7))	74% ( 17 out of 23)	63%	31%



1. Review of expenditure 2017 -2018				
Previous Academic Year		2017 -2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Increased focus on vocabulary and speech in reading and writing	<ul style="list-style-type: none"> <li>• Purchase of quality texts for whole class guided reading.</li> <li>• Purchase of quality writing exemplar.</li> <li>• Subscriptions to phonics play and SPaG. Com</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>	Impact is excellent on outcomes in reading as evidenced by KS 2 performance data and is improving in writing. In writing 4/7pupils achieved 57%.	<p>Continue and further develop whole class guided reading for all KS 2 classes with additional training.</p> <p>To continue to implement writing cycle with increased moderation and monitoring of those pupils who are underperforming.</p>	£7,500
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.	<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.</li> <li>• Home Learning activities followed up during school with TA if expectations not met.</li> </ul>	Increased attendance at the KS 1 and 2 SATs evening and the phonics information evening. Parental involvement and awareness of the expectations required in these statutory assessments increased support for most but not all pupils. Where support was not as strong targeted support given in school, resulting in the positive outcomes at the end of KS 2. The additional deployment of teaching impacted positively on results.	<p>Maintain increase attendance at information evenings, publicising their success on the school website and following up any parents who do not reply to say they are attending.</p> <p>Continue to deploy additional teaching resources in key classes to bridge identified gaps.</p> <p>Ensure teachers are increasingly data driven to identify early any learning needs or underperformance.</p>	



<b>ii Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> did you meet the success criteria ?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Identified PP pupils receive personalised interventions.	<ul style="list-style-type: none"><li>Deployment of additional support within classes to deliver specified interventions.</li></ul>	<ul style="list-style-type: none"><li>In the combined reading/writing/math's pupils with PPG outperformed non PPG pupils nationally.</li></ul>	<ul style="list-style-type: none"><li>Continue to increase the attainment and progress of writing for PPG pupils by the end of KS 1 and 2</li></ul>	£24 500
<b>iii Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> did you meet the success criteria ?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All pupils to be given the same opportunities regardless of financial background	<ul style="list-style-type: none"><li>Funding for any additional activity available for any pupil facing hardship.</li></ul>	<ul style="list-style-type: none"><li>Supported identified pupils to continue with Music Tuition, attend the Robinwood Residential, attend a variety of educational visits throughout the school and paid extra curricular activities.</li></ul>	<ul style="list-style-type: none"><li>All pupils able to attend and benefit from these enrichment activities regardless of financial background</li></ul>	£1, 200



<b>2. 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	Some pupils who are eligible for PP are attaining less than non PP pupils in their class in writing.
B	Improve spelling to increase attainment in writing and SPaG.
C	Early Years: Baseline assessments indicate that an increasing number of pupils are entering Reception below nationally expected levels in the prime areas of EYFS.
<b>External Barriers</b> ( issues which also require action outside of school, such as low attendance rates)	
D	Limited life experiences and opportunities to engage in activities outside school for some PP pupils due to financial reasons or accessibility.

<b>3. Desired Outcomes</b>	
A	Higher rates of progress across both key stages for all pupils eligible for PP, particularly in writing.
B	To continue to develop spelling outcomes measured against individual targets, impacting on outcomes in writing and SPaG.
C	Progress of disadvantaged pupils in Early Years will be accelerated for those entering Reception below 30 – 50 secure so that increased percentage achieve the GLD compared with baseline predictions.
D	All pupils to be given the same opportunities regardless of financial background

<b>4. Planned Expenditure</b>					
<b>Academic Year</b>		<b>2018 - 2019</b>			
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>
Higher rates of progress across both key stages for all pupils eligible for PP,	<ul style="list-style-type: none"> <li>Improve the quality of teacher modelling in supporting children's writing.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of external and internal assessment data shows attainment of PP</li> </ul>	<ul style="list-style-type: none"> <li>Additional training from subject lead.</li> <li>Rigorous monitoring of writing through</li> </ul>	<ul style="list-style-type: none"> <li>SD</li> <li>SLT</li> <li>Class Teachers</li> </ul>	Sept 2019



particularly in writing.	<ul style="list-style-type: none"> <li>• Rigorously monitor the implementation of the agreed writing cycle.</li> <li>• Ensure teachers are increasingly data driven to identify early any learning needs or underperformance.</li> <li>• Targeted support for identified pupils</li> </ul>	pupils is below that of non PP pupils Nationally.	tracking systems, book scrutiny, lesson observations from SLT and subject lead.		
<b>Total budgeted cost</b>					£24,500
<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>
Improve spelling to increase attainment in writing and SPaG.	<ul style="list-style-type: none"> <li>• Consistent implementation of spelling scheme and resits.</li> <li>• Phonics streaming reviewed half termly</li> <li>• Spelling intervention groups</li> <li>• Additional phonics sessions</li> <li>• Subscription to SPaG.com, spelling Play and Phonics Play.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of external and internal assessment data shows attainment of PP pupils is below that of non PP pupils Nationally in SPaG and writing. Further analysis shows where pupils didn't attain this is linked to their spelling ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of weekly and half termly spelling tests.</li> <li>• Tracking progress in writing and SpaG</li> </ul>	<ul style="list-style-type: none"> <li>• SD</li> <li>• SLT</li> <li>• Class Teachers</li> </ul>	Sept 2019



<p>Progress of disadvantaged pupils in Early Years will be accelerated for those entering Reception below 30 – 50 secure so that increased percentage achieve the GLD compared with baseline predictions.</p>	<ul style="list-style-type: none"><li>• Weekly EYFS meetings to discuss, plan and track progress of identified pupils.</li><li>• Target identified pupils and their adults in Stay and Play to model strategies and support.</li><li>• Class Teacher to work closely with parents of disadvantaged pupils to support them to attend reading evenings, stay and play sessions, parent’s evenings and access any external support necessary.</li><li>• Provide emotional support on a regular basis for identified pupils.</li></ul>	<ul style="list-style-type: none"><li>• REAL (Raising Early Achievement in Literacy) project evidenced that increase in parental involvement has a direct impact on the social, emotional and academic ability of a child.</li></ul>	<ul style="list-style-type: none"><li>• Baseline assessment and track progress.</li><li>• Compile information about the backgrounds of identified pupil and a chronology of support provided.</li></ul>	<ul style="list-style-type: none"><li>• NZ</li><li>• SLT</li></ul>	Sept 2019
<b>Total budgeted cost</b>					£8,000



<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 have the same opportunities regardless of financial background	<ul style="list-style-type: none"><li>• PP funding to be used as appropriate to fund or subsidise educational visits, extra curricular activities, music tuition and residential holidays.</li></ul>	<ul style="list-style-type: none"><li>• In order to ensure accessibility for all pupils, payment for those additional activities will be supported by the school for any pupil identified as requiring financial assistance. Some PP pupils will be invited to attend extra curricular activities to build confidence, socialise, and improve health and fitness. These skills will develop pupils' confidence and widen their experiences beyond the school curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Pupils vulnerable identified with class teachers and attendance at activities closely monitored.</li><li>• Discussion with parents of identified pupils to ensure aware of the support available.</li></ul>	<ul style="list-style-type: none"><li>• Class Teachers/ SLT/ Office</li></ul>	Sept 2019
<b>Total budgeted cost</b>					£1,600