



St Mary's C of E Primary School

Pupil Premium Strategy Statement 2019-2020

Summary Information 2018/2019					
School	St Mary's C of E Primary School				
Academic Year	2019 - 2020	Total PP budget	29,260	Date of review and approval	23.9.19
Total number of pupils in school	210	Number of pupils eligible for PP inc LAC	16 April – July 15 Sept - April	Date for next internal review of this strategy	Sept 2020

Current attainment at the end of Key Stage 2 (Impact of expenditure from 2018/2019)				
	<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 2018)</i>
Number of pupils	2	29	31	
% achieving expected level in reading, writing, maths	100% (2 out of 2)	86% (25 out of 29)	87%	70%
% achieving expected level in reading	100% (2 out of 2)	93% (27 out of 29)	94%	80%
% achieving expected level in writing	100% (2 out of 2)	90% (26 out of 29)	90%	83%
% achieving expected level in maths	100% (2 out of 2)	93% (27 out of 29)	94%	81%
% achieving expected level in SPaG	100% (2 out of 2)	93% (27 out of 29)	94%	82%
% achieving greater depth in reading, writing, maths	0% (0 out of 2)	21% (6 out of 29)	19%	12%
% achieving greater depth in reading,	0% (2 out of 2)	48% (14 out of 29)	45%	33%
% achieving greater depth in writing	0% (2 out of 2)	24% (7 out of 29)	23%	24%
% achieving greater depth in maths	0% (2 out of 2)	48% (14 out of 29)	48%	28%
% achieving greater depth in SPaG	0% (2 out of 2)	55% (16 out of 29)	42%	39%



Current attainment at the end of Key Stage 1 (Impact of expenditure from 2018/2019)				
	<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 2018)</i>
Number of pupils	2	28	30	
% achieving expected level in reading, writing, maths	50% (1 out of 2)	79% (22 out of 28)	77%	
% achieving expected level in reading	50% (1 out of 2)	79% (22 out of 28)	77%	79%
% achieving expected level in writing	50% (1 out of 2)	72% (20 out of 28)	70%	74%
% achieving expected level in maths	50% (1 out of 2)	79% (23 out of 28)	82%	80%
% achieving expected level in SPaG	50% (1 out of 2)	72% (20 out of 28)	70%	
% achieving greater depth in reading, writing, maths	0% (0 out of 2)	7% (2 out of 28)	7%	
% achieving greater depth in reading,	50% (1 out of 2)	21% (6 out of 28)	23%	29%
% achieving greater depth in writing	0% (0 out of 2)	14% (4 out of 28)	13%	18%
% achieving expected in maths	50% (1 out of 2)	25% (7 out of 28)	26%	25%
% achieving greater depth in SPaG	0% (0 out of 2)	21% (6 out of 28)	20%	



1. Review of expenditure 2018 -2019				
Previous Academic Year		2018 -2019		
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
Higher rates of progress across both key stages for all pupils eligible for PP, particularly in writing.	<ul style="list-style-type: none"> Improve the quality of teacher modelling in supporting children's writing. Rigorously monitor the implementation of the agreed writing cycle. Ensure teachers are increasingly data driven to identify early any learning needs or underperformance. Targeted support for identified pupils 	All pupils made expected progress across both key stages in writing from their starting points at the last statutory assessment point. Aim to attain Greater Depth for some of these pupils through targeted teaching.	To continue to implement writing cycle with increased moderation and monitoring of those pupils who are underperforming including those capable of achieving greater depth.	£20, 100

2.Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improve spelling to increase attainment in writing and SPaG.	<ul style="list-style-type: none"> Consistent implementation of spelling scheme and resits. Phonics streaming reviewed half termly Spelling intervention groups Additional phonics sessions Subscription to SPaG.com, spelling Play and Phonics Play. 	<ul style="list-style-type: none"> By the end of Key Stage 2 writing attainment has improved from 57% to 100%. SPaG attainment has improved from 29% to 100% for this group of pupils. 	<ul style="list-style-type: none"> Continue to increase the attainment and progress of writing for PPG pupils by the end of KS 1 and maintain this attainment in KS2 	£6000



Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
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.	<ul style="list-style-type: none"> • Weekly EYFS meetings to discuss, plan and track progress of identified pupils. • Target identified pupils and their adults in Stay and Play to model strategies and support. • 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. • Provide emotional support on a regular basis for identified pupils 	<ul style="list-style-type: none"> • Whilst we had no specific pupil premium pupils within the cohort we had a number of pupils not on track to meet the GLD from baseline. • The school predicted 73% would achieve GLD and achieved 80% at GLD. 	<ul style="list-style-type: none"> • Continue to closely monitor below the progress of those pupils not on track to meet GLD from baseline. 	£2,000

3. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria?	Lesson Learned	Cost
All pupils to have the same opportunities regardless of financial background	<ul style="list-style-type: none"> • PP funding to be used as appropriate to fund or subsidise educational visits, extra curricular activities, music tuition and residential holidays. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All pupils able to attend and benefit from these enrichment activities regardless of financial background 	£1, 200



2. 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)	
A	The number of pupils with pupils premium attaining Greater Depth at the end of Key Stage 2 is lower than National
B	The number of pupils with pupils premium who are successful at securing the required standard in phonics in year 1 and 2 is below National
C	Increasing number of pupils entering school with SEND
External Barriers (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.
E	Increased number of pupils needing emotional support and guidance

3. Desired Outcomes	
A	Increased number of pupils with pupil premium attaining greater depth at the end of KS 2, to close the gap with National.
B	Increased number of pupils with pupil premium attaining the required standard in phonics in Yr 1 and Yr 2.
C	Attainment for PP children who also require SEN support will improve in line with non-PP children.
D	All pupils to be given the same opportunities regardless of financial background.
E	Strong social and emotional support is provided dependent on specific need.

4. Planned Expenditure					
Academic Year		2019 - 2020			
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.					
1. Quality 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?
Increased number of pupils with pupil premium attaining greater depth at the end of KS 2, to	<ul style="list-style-type: none"> Ensure teachers are increasingly data driven to identify early any underperformance 	<ul style="list-style-type: none"> Analysis of external and internal assessment data shows attainment of PP 	<ul style="list-style-type: none"> Pupil Progress meetings Governors Standards committee monitor closely 	<ul style="list-style-type: none"> SD SLT 	July 2020



close the gap with National.	for the higher ability. <ul style="list-style-type: none"> • Targeted support for identified pupils • Invite targeted pupils for extra support before school on aspects of their learning they find tricky using IXL, Spag.Com etc... • Interventions for PP more able 	pupils is below that of non PP pupils Nationally.	<ul style="list-style-type: none"> • Year 6 teacher create additional opportunities/ interventions for targeted support for the more able 		
Planned Expenditure: 1. Teaching Assistant support directed to PPG Y6 Support Sessions.		Cost: 1. £12, 260 Total : £12,260			

2.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?
Increased number of pupils with pupil premium attaining the required standard in phonics in Yr 1 and Yr 2.	<ul style="list-style-type: none"> • Review of all phonics teaching following an external audit. • Phonics lead appointed to lead and monitor all phonics teaching. 	<ul style="list-style-type: none"> • Analysis of external and internal assessment data shows attainment of PP pupils is below that of non PP 	<ul style="list-style-type: none"> • Pupil Progress meetings • Governors Standards committee monitor closely • Half termly phonics review 	<ul style="list-style-type: none"> • SE – Phonics Lead • SLT • Class Teachers 	July 2020



	<ul style="list-style-type: none"> • Additional training. • Targeted support for pupil premium pupils 	<p>pupils Nationally</p> <ul style="list-style-type: none"> • External phonics audit 	<p>by the Phonics lead</p>		
<p>Attainment for PP children who also require SEN support will improve in line with non-PP children.</p>	<ul style="list-style-type: none"> • Children clearly identified and specific interventions. Work with Educational Psychologist and other advice from external agencies to improve provision. 	<ul style="list-style-type: none"> • Analysis of external and internal assessment data shows that pupils with SEND and PP are achieving less well than their counterparts 	<ul style="list-style-type: none"> • Clear identification of pupils as a vulnerable group • Records on interventions kept and monitored by SENDCO • Progress meetings to focus on vulnerable groups 	<ul style="list-style-type: none"> • SE • Class Teachers • SLT • Outside Agencies 	<p>July 2020</p>
<p>Planned Expenditure:</p> <ol style="list-style-type: none"> 1. Investment in a wider range of reading texts. 2. Consultancy for improving outcomes in phonics. 3. Teaching Assistant support directed to leading interventions 4. Investment in quality interventions 			<p>Cost:</p> <ol style="list-style-type: none"> 1. £1,400 2. £540 3. £11,000 4. £500 <p>Total : £13,440</p>		

3. 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?



<p>All pupils to have the same opportunities regardless of financial background</p>	<ul style="list-style-type: none"> • Cultural enrichment accessible as part of the curriculum for all children. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils vulnerable identified with class teachers and attendance at activities closely monitored. • Discussion with parents of identified pupils to ensure aware of the support available. 	<ul style="list-style-type: none"> • Class Teachers/ SLT/ Office 	<p>July 2020</p>
<p>Strong social and emotional support is provided dependent on specific need. to</p>	<ul style="list-style-type: none"> • Training accessed for a TA to be able to lead and deliver ELSA 	<ul style="list-style-type: none"> • Increased referrals to Early Help and requests for help from parents. 	<ul style="list-style-type: none"> • Providing children with the time they need to discuss worries and issues from 	<p>Natalie Hague SLT Class teachers SENDCo</p>	<p>July 2020</p>



improve, confidence and emotional wellbeing	interventions in school		both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers.		
Planned Expenditure: <ol style="list-style-type: none">1. Subsidising extracurricular activities2. CPD for SENCO and TA in mental health and emotional wellbeing.3. Additional hours to deliver the ELSA sessions			Cost: <ol style="list-style-type: none">1. £1,2002. £9503. 1,410 Total : £3,560		