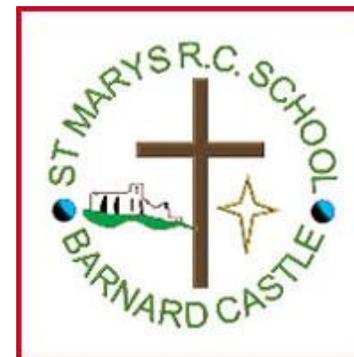


St Mary's Primary School

Pupil Premium Strategy Statement 2018 – 2019



1. Rationale

At St Mary's Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from interventions and activities based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post Looked After	Number of Service Children
6 children	Per Pupil £1,320 3 children (£3960)	Per Pupil £1,320 3 children (£3960)	Per Pupil £1,700 from £2,300 2 children (£3400)	Per Pupil £300 0 children

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	100	Number of Pupils Eligible	8
Total Pupil Premium Budget	£11320	% of Pupils Eligible	8%

4. 2018 – Disadvantaged pupils outcomes								
EYFS – 14 pupils (1 disadvantaged)								
Good Level of Development	School Dis	NA Other	School diff	Nat diff 2018				
	100%	73%	+27	-17				
KS1 Y2 - 15 pupils (1 disadvantaged)					Expected Standard			
	School Dis	NA Other	School diff	Nat diff 2018	Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	100%	79%	+21	-18	0%	13%	-7	-15
Writing	100%	72%	+28	-20	0%	7%	-7	-10
Maths	100%	78%	+22	-18	0%	11%	-11	-13
KS2 Y6 - 14 pupils (1 disadvantaged)					Expected Standard			
	School Dis	NA Other	School diff	Nat diff 2018	Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	100%	78%	+22	-18	0%	30%	-30	-14
Writing	100%	81%	+19	-18	0%	22%	-22	-12
Maths	0%	78%	-78	-19	0%	26%	-26	-14
GPS	0%	80%	-80	-17	0%	37%	-37	-16
RWM combined	0%	68%	-68	-22	0%	11%	-11	-7

6. 2018 KS1 – KS2 VA Progress				
Average VA	School Disadvantaged	National other	Difference	Nat gap 2018
Reading	3.1	0.2	+2.90	-1.0
Writing	1.8	0.1	+1.70	-0.8
Maths	-8.3	0.2	-8.50	-1.0

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	50% of PP pupils are 'inward mobility' with below end of year expectations on entry in English, Maths and Science.	Inward mobility pupils eligible for PP make progress in line with national expectations and their peers, particularly in English, Maths and Science.
B	87.5% of PP pupils also have SEND including cognition and learning difficulties, social/emotional difficulties and challenging behaviour which impacts upon academic progress.	SEND reviews and school tracking systems will show accelerated progress for PP pupils with SEND. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.
C	No children eligible for Pupil Premium are achieving Greater Depth across the key stages.	To be in line with National average for Greater Depth at the end of their key stage and across all subjects. Reduce the difference between pupils eligible for PP and other children in school.
8. External Barriers to Future Attainment		
Barriers		Desired Outcomes
D	Lack of parental involvement/engagement with a majority of pupils eligible for PP may lead to a lack of progress.	Improved partnership between school and parents ensuring that all children are consistently supported both at home and in school meaning that the PP/NPP progress gap will close because responsibilities for teachers, parents and pupils are clear.
E	Lack of experiences and opportunities for children eligible for PP leading to weaker communication and social skills and a lack of knowledge about the world around them.	An increase in opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of English and creative writing opportunities to develop a wider vocabulary and opportunities for social interaction.

9. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation/ Impact (Autumn, Spring, Summer)
A	Inward mobility pupils eligible for PP make progress in line with national expectations and their peers, particularly in English, Maths and Science.	<p>Ensure effective communication and transition procedures with the previous school are in place so that relevant and accurate information and assessment data is received.</p> <p>Raising staffing levels to provide quality phonics support, resources and learning opportunities for inward mobility PP pupils in KS1</p> <p>Phonics CPD KS1 staff</p> <p>Quality teacher led intervention for year 6 (during spring and summer terms) with HT and class teacher/maths lead will take place weekly with focussed outcomes.</p> <p>CPD for science lead linking literacy to science</p> <p>Spelling and maths shed used across the whole school to encourage basic skills in English,</p>	<p>RSA report highlights that over 60 per cent of inward mobility pupils are eligible for the pupil premium or have a special need and these pupils perform even more poorly than expected at school, and the more often they move, the worse they do.</p> <p>EEF Phonics research and report states that 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</p>	<p>Teaching assistant costs to deliver phonic interventions, £2574 (1 hour daily)</p> <p>Supply costs to release class teachers for training and to deliver focussed interventions £840</p> <p>Spelling and maths shed annual fee £240</p> <p>CPD costs £390</p>	100% of inward mobility PP pupils were working below end of year expectations on admission.	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.

		Maths and IT also providing a home – school link.				
B	SEND reviews and school tracking systems will show accelerated progress for PP pupils with SEND. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.	<p>Behaviour support SLA, 6 week block (pupil targeted)</p> <p>CPD-Staff specialist training in setting up a 'Nurture group'</p> <p>'Getting Along' nurture intervention</p> <p>Purchase and furnish a Nurture Pod</p> <p>Participate in the 'Inspire' Anna Freud project-Sept 2018-July 2019</p>	<p>Research carried out by EEF suggests that behaviour intervention impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.</p> <p>Queens University Belfast (QUB) was commissioned by the Department of Education to undertake an evaluation of nurture groups.</p> <p>The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a nurture group. The report also found that nurture groups are cost effective with the potential to deliver significant savings to the education system.</p>	<p>Behaviour support £225</p> <p>CPD-Nurture Group training £350</p> <p>Purchase and furnish Nurture Pod £5523</p> <p>Supply cost to cover staff on training courses £540</p>	<p>Data shows that 100% of SEN children that are eligible for PP did not make expected progress in RWM combined by the end of KS2 in 2018.</p> <p>Anna Freud baseline data will be from the initial pupil questionnaire Sept 2018</p>	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.

C	To be in line with National average for Greater Depth at the end of their key stage and across all subjects. Reduce the difference between pupils eligible for PP and other children in school.	<p>Complete relocation and renovation of a new school library stocking a range of media and challenging texts as well as artefacts e.g. puppets, visual aids and props to develop a sense of awe and wonder around reading.</p> <p>CPD-Attend local cluster Mastery Maths twilight sessions. Share with all staff to ensure consistency across school in developing opportunities for greater depth in Maths.</p>	<p>National Literacy Trust research review shows that school libraries have a positive impact on all areas of pupils' learning, including the development of reading and writing skills, their self-esteem and their overall academic attainment.</p> <p>EEF research states that 'there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress'. Mastery learning appears to be a promising strategy for narrowing the attainment gap.</p>	<p>New library £2000</p> <p>£150</p>	The current 3 year trend shows that no PP children are achieving greater in English and Maths.	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.
D	Improved partnership between school and parents ensuring that all children are consistently supported both at home and in school meaning that the PP/NPP progress gap will close because	<p>Parent workshops for EYFS/Year 6</p> <p>Termly parent evenings (across 2 nights) with childcare provision to encourage both parents to attend</p> <p>Lexia, spelling and maths shed introduced across the whole school</p>	<p>EEF evidence suggests that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs</p>	<p>Overtime to cover TA supervision on parents evenings x 6 £120</p> <p>Lexia costs From COL budget</p> <p>Spelling and Maths shed included at point A.</p>	<p>28% of PP parents attended parents evenings in 2017/18</p> <p>45% Parent questionnaires returned in 2017/18</p>	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.

	responsibilities for teachers, parents and pupils are clear.	to provide a home – school link for parents to become more involved with their child’s learning. School APP to provide text messages and updates on achievements, homework, attendance, and general news from around school, to improve parental engagement and pupil attainment.	explains the impact of small group intervention. The EEF project ‘Texting Parents’ with Bristol University and Harvard University suggests that engaging parents in their children’s education can have a positive impact on pupil outcomes with low costs making the intervention highly cost effective.	School App - £200		
E	An increase in opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of English and creative writing opportunities to develop a wider vocabulary and opportunities for social interaction.	Increased targeted lunchtime provision (building dens and friendships, collaborative play, problem solving and team games). Minsteracres day retreat for year 5/6 Year 6 Diocesan Youth Festival Music tuition CPD for all staff- Brightwoods training developing outdoor learning opportunities within the curriculum.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Extra lunchtime supervisor employed to promote collaborative play, problem solving and team games. £2838 Subsidised visits/visitors £950 Music tuition £105 Brightwoods CPD £180	Parent questionnaires Pupil voice through questionnaires and school council meetings	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.

	Curriculum enrichment (visits and visitors):-				
	<ul style="list-style-type: none"> • Mayor • Adam Bushnell • Safer Lives Carousel • Bowes museum • Witham Hall • Local Librarian visiting school and school visiting the library 				

10. Budget Summary		
Desired Outcome		Cost
A	Inward mobility PP pupils make progress in line with national expectations and their peers.	£4044.00
B	PP Pupils with SEND across school will make at least expected progress and close the gap further before the end of Key Stage.	£6638.00
C	To be in line with National average for Greater Depth at the end of their key stage and across all subjects. Reduce the difference between pupils eligible for PP and other children in school.	£2150.00
D	Increased parental engagement ensuring that all children are supported meaning that the PP/NPP progress gap will close.	£320.00

E	An increase in opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing.	£4073.00
Total Budget Spent		£17,225.00

Additional Funding Supporting Provision	
£5514.26 raised to fund the nurture pod linked to Internal barrier B.	

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Peter Sedgewick			
Curriculum Meeting including Pupil Premium focus.	Autumn: 18.01.2019	Spring:	Summer:
Autumn Summary Nurture pod progress update Analysis of incidents logged on Cpoms Plans for library discussed and evaluated before work began			

Spring Summary

Summer Summary

Review Date

July 2019