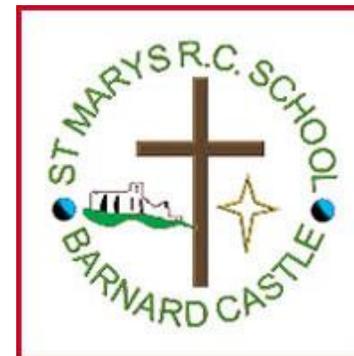


# St Mary's Primary School

## Pupil Premium Strategy Statement 2019/20



### 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 0 children	Per Pupil £1,320 6 children (£7920)	Per Pupil £1,350 (out of county rate) 2 children (£2700)	Per Pupil £300 0 children

### 3. Pupil Premium Summary Information

Total Number of Pupils ( Inc. FTE )	97	Number of Pupils Eligible	8
Total Pupil Premium Budget	£10620	% of Pupils Eligible	8.2%

<b>4. 2019 – Disadvantaged pupil outcomes</b>		
<b>EYFS – 16 pupils</b>		
	Pupils eligible for PP (2019 results)	Pupils <b>not</b> eligible for PP (national average 2019)
% achieving a Good Level of Development (GLD)	N/A	N/A
<b>Key Stage 1 Y2 – 13 pupils</b>		
	Pupils eligible for PP (2019 results)	Pupils <b>not</b> eligible for PP (national average 2019)
% achieving standard of above in reading	50%	78%
% achieving standard or above in writing	100%	73%
% achieving standard or above in maths	100%	79%
<b>Key Stage 2 Y6 – 12 pupils</b>		
	Pupils eligible for PP (2019 results)	Pupils <b>not</b> eligible for PP (national average 2019)
% achieving in reading, writing and maths	100%	71%
% achieving standard of above in reading	100%	78%
% achieving standard of above in writing	100%	83%
% achieving standard of above in maths	100%	83%
% achieving standard of above in SPAG	100%	83%

<b>5. 2019 KS1 – KS2 Value Added Progress</b>			
Average VA	Pupils eligible for PP (St Mary's 2019 score)	Pupils <b>not</b> eligible for PP (national average score 2019)	Difference
Reading	9.3	0.3	+9.00
Writing	6.7	0.3	+6.40
Maths	5.3	0.3	+5.00

<b>6. Internal Barriers to Future Attainment</b>		
<b>In-school barriers</b>		<b>Desired Outcomes</b>
<b>A</b>	Children arrive into EYFS from nursery settings with gaps in their learning.	At the end of EYFS PP children will meet GLD requirements in line with national averages.
<b>B</b>	62.5% of PP pupils also have SEND (12.5% with an EHCP) including cognition and learning difficulties, social/emotional difficulties which impacts upon academic progress and achieving national expectations and greater depth.	SEND reviews and school tracking systems will show accelerated progress and good value added scores. Most PP children with SEND will meet end of year expectations. Reduce the difference between pupils eligible for PP and other children in school achieving Greater Depth.
<b>7. External Barriers to Future Attainment</b>		
<b>Barriers</b>		<b>Desired Outcomes</b>
<b>C</b>	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.
<b>D</b>	Lack of experiences and opportunities for children eligible for PP leading to weaker communication, social skills and personal development and a lack of knowledge about the world around them.	Children eligible for PP benefit from a wide, rich set of experiences and opportunities to develop their talents and interests ensuring that they gain a greater knowledge of the world around them as well as to develop a wider vocabulary and opportunities for social interaction.
<b>E</b>	Some of our PP children are at risk of their low attendance rates impacting upon their progress.	PP pupils to have Improved attendance rates in line with the national average.

## 8. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation/ Impact (Autumn, Spring, Summer)
A	At the end of EYFS PP children will meet GLD requirements in line with national averages.	<p>Staff CPD EYFS lead and HT to attend Early Excellence National Briefings to ensure:- Staff are fully up dated on national issues effecting the EYFS and any implications for the Primary Years. Develop a clear understanding of the issues raised by the new inspection framework.</p> <p>Local Authority CPD agreement for example: reading twilight focussing on high quality interactions between adults and children to develop their communication and language skills.</p> <p>Improve the outdoor provision and purposeful play opportunities</p>	<p>The EEF 'Guide to Pupil Premium' states that "good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"</p> <p>The EEF 'Preparing for Literacy' guidance report offers practical evidence-based recommendations to provide every child—but particularly those from disadvantaged homes—with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p>The 'Learning Outdoors in the Early Years' compiled by members of the Early Years Interboard Panel evidences that:-</p> <p>"The outdoor area provides young children with one of the best possible environments in which to</p>	<p>£190 training fee £90 half day supply costs</p> <p>£1300 annual cost for whole school agreement</p> <p>£1000</p>	100% of PP pupils in EYFS were not secure in all age related expectations at the end of nursery.	Completed termly during dedicated staff meetings using schools hardcopy of the Pupil Premium Strategy, along with Curriculum and PP link Governor.

			<p>learn. Well planned and well resourced outdoor play experiences allow for progression in a child's thinking and understanding."</p> <p><i>"the best kept classroom and the richest cupboard are roofed only by the sky"</i> Margaret McMillan (c1925)</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>			
		Raising staffing levels to provide quality phonics and early reading support, resources and learning opportunities for PP pupils.		Teaching assistant costs to deliver phonic and reading interventions and support, £4662 (1.5 hour daily)		
<b>B</b>	62.5% of PP pupils also have SEND (12.5% with an EHCP) including cognition and learning difficulties, social/emotional difficulties which impacts upon academic progress and achieving national	<p>SENDCo training (LA CPD and COL) and monitoring within school will ensure Quality first teaching takes place so that children with SEND achieve the best possible outcomes.</p> <p>Visits to nurseries prior to admission to EYFS will ensure early</p>	The EEF 'Guide to Pupil Premium' states that "good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"	<p>SENDCo meetings and training funded by COL.</p> <p>£1300 annual cost for whole school agreement with LA.</p> <p>Supply costs to release EYFS</p>	<p>62.5% of PP pupils in our school have SEND compared to '27% of pupils with special educational needs are eligible for free school meals'. EEF.</p> <p>The current 3 year trend shows that no PP children are achieving</p>	Completed termly during dedicated staff meetings using schools hardcopy of the Pupil Premium Strategy, along with Curriculum and PP link Governor.

	expectations and greater depth.	<p>identification of SEN to inform planning and staffing.</p> <p>Engage the services of a school counsellor for individual fortnightly therapy sessions.</p> <p>Targeted support in the form of additional small group interventions as well as classroom support.</p>	<p>The NHS 'School based counselling review' states:- Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate. Pupils also report an increased motivation for school and schoolwork. Headteachers and pastoral care teachers are also supportive of counselling in helping pupils to study and learn, particularly in facilitating the young person's ability to concentrate in class, as well as increasing their attendance at school and improving behaviour.</p> <p>Some studies (evaluation of Every Child Counts) suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact of small group intervention.</p>	<p>teacher to visit feeder nurseries. £360</p> <p>£1365</p> <p>£9009</p>	<p>greater depth by the end of the primary phase.</p>	
<b>C</b>	Improved partnership between school and parents ensuring that all children are consistently	<p>Parent workshops for EYFS/Year 6</p> <p>Termly parents evenings (across 2 nights) with childcare provision to</p>	EEF evidence suggests that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. The EEF website states 'Parents play a crucial role in supporting their	<p>Minimal cost</p> <p>£150 staffing costs</p>	<p>28% of PP parents attended spring 2019 parents evening.</p> <p>36% Parent questionnaires returned in 2018/19</p>	Completed termly during dedicated staff meetings using schools hardcopy of the Pupil Premium Strategy, along with Curriculum and PP link Governor.

	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.	<p>encourage both parents to attend.</p> <p>Informal 'Tea &amp; Chat' nights</p> <p>Lexia, spelling and maths shed used across the whole school to provide a home – school link for parents to become more involved with their child's learning.</p> <p>School to tailor communications to encourage positive partnerships.</p>	<p>children's learning, and levels of parental engagement are consistently associated with children's academic outcomes'.</p> <p>The EEF Guidance Report 'Working with Parents to Support Childrens Learning' states that <i>"Well-designed school communications can be effective for improving attainment and a range of other outcomes"</i>.</p>	<p>Minimal cost</p> <p>Lexia costs From COL budget</p> <p>Spelling and Maths shed £250</p> <p>£30 annual charge for school mobile. £175 parentpay communications</p>		
<b>D</b>	Children eligible for PP benefit from a wide, rich set of experiences and opportunities to develop their character, talents and interests ensuring that they	<p>Increased targeted lunchtime provision (building dens and friendships, collaborative play, problem solving and team games).</p> <p>School will offer all PP children a free after</p>	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-	<p>Lunchtime play leader to promote collaborative play, problem solving and team games. £1170</p> <p>£480</p>	<p>No PP pupils attended after school enrichment clubs in 2018/19</p> <p>66% of PP pupils do not take part in any character enrichment clubs outside of school.</p>	Completed termly using schools hardcopy of the Pupil Premium Strategy, along with Curriculum Governors.

	<p>gain a greater knowledge of the world around them as well as to develop a wider vocabulary and opportunities for social interaction.</p>	<p>school enrichment club suited to their interests and talents, every half-term.</p> <p>Year 6 Diocesan Youth Festival</p> <p>Local artist to work with PP pupils to support developing talents, interests and aspirations.</p> <p>Curriculum enrichment (visits and visitors):-</p> <ul style="list-style-type: none"> <li>• Mayor</li> <li>• Adam Bushnell</li> <li>• Safer Lives Carousel</li> <li>• Bowes museum</li> <li>• Witham Hall</li> <li>• Local Librarian visiting school and school visiting the library</li> <li>• Termly enrichment afternoons</li> </ul>	<p>cognitive outcomes such as self-confidence. (EEF)</p> <p>The DfE understands character education to include any activities that aim to develop desirable character traits or attributes in children and young people. The DfE believe that such desirable character traits:</p> <ul style="list-style-type: none"> <li>• Can support improved academic attainment;</li> <li>• Are valued by employers; and</li> <li>• Can enable children to make a positive contribution to British society.</li> </ul>	<p>£200</p> <p>£650</p>		
<b>E</b>	<p>Improved attendance rates in line with school average.</p>	<p>First Day Calling (FDC) to establish reason for absence. Robust procedures in place to monitor attendance rates. If fall below 96% issue a concern letter.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of</p>	<p>Minimal Costs</p>	<p>57% of PP pupils attendance rates were below the school average (96%) in 2018/19.</p>	

		If attendance falls below 90% parents are requested to attend a meeting to discuss and overcome possible barriers to attendance and agree an action plan.	attainment at the end of KS2 and KS4.			
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9. Budget Summary		
Desired Outcome		Cost
A	At the end of EYFS PP children will meet GLD requirements in line with national averages.	£7242
B	SEND reviews and school tracking systems will show accelerated progress and good value added scores. Most PP children with SEND will meet end of year expectations. Reduce the difference between pupils eligible for PP and other children in school achieving Greater Depth.	£10734
C	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.	£605
D	Children eligible for PP benefit from a wide, rich set of experiences and opportunities to develop their talents and interests ensuring that they gain a greater knowledge of the world around them as well as to develop a wider vocabulary and opportunities for social interaction.	£2500
E	PP pupils to have Improved attendance rates in line with the national average.	£0
<b>Total Budget Spent</b>		<b>£21,081.00</b>

<b>Additional Funding Supporting Provision</b>	
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£6394 SEN funding received
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<b>Governance</b>			
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Monitoring The Effectiveness & Impact of Pupil Premium Performance			
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Pupil Premium Governor: Peter Sedgewick			
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Curriculum Meeting including Pupil Premium focus.	Autumn:	Spring:	Summer:
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Autumn Summary:			
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Spring Summary			
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Summer Summary			
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<b>Review Date</b>	July 2020		
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