

Pupil premium strategy statement: St Mary's Church of England Primary School

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) or whose parents serve in HM armed forces.

St Mary's is committed to ensuring good progress for all groups of children and strives to diminish any difference. We promote equality of opportunity for all pupils supported by staff, governors and the Minerva Learning Trust.

Pupil premium plans are integrated into wider school support and are monitored through a process of progress review each term.

Key Priority – to ensure that the gap diminishes over time (from reception to year 6) to ensure that good progress is maintained and attainment raised.

How will this look? – Targeted additional support strategies which result in every pupil however financially disadvantaged, being given full access to the NC and additional experiences. Those who are underperforming because of the impact of their disadvantage will be supported to make improved progress. Higher achieving pupils will be given enrichment activities in class and through additional resourcing.

Disadvantaged pupils

	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

1. Summary information					
School	St Mary's CE Primary				
Academic Year	2016/17	Total PP budget	£93,720	Date of most recent PP Review	02 December 2016
Total number of pupils	191	Number of pupils eligible for PP	83 (43%)	Date for next internal review of this strategy	19 June 2017

2. Attendance

Attendance at t Mary's is good with PP and NPP pupils achieving above 95% attendance overall in 2015-6 (gap +0.04). The school continues to monitor attendance each half term and takes rigorous action when this drops below 95%. Class teachers discuss attendance at parent meetings and in the final report.

3. 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 skills, SALT)*

A.	PP eligible pupils baseline in Reception Class is lower than their peers.
B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP.
C.	Staff not always aware of PP children in their class and held to account for their progress
C.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
E.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to a sucesful future.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	St Mary's is located in a deprived area where unemployment is high and intergenerational.
B	Child Protection statistics are high
C	SEND statistics are high
D	Many PP pupils have combined needs

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for eligible pupils in Reception Class	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet

		Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year.
B.	Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible achieve the higher standard in all subjects.	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2016 by the end of Key Stage 1 in maths, reading and writing.
C.	Improve the rate of attainment at Key Stage 1 ensuring that MA pupils eligible achieve the expected standard in all subjects.	Pupils eligible for PP identified as middle ability make at least the same progress as 'other' pupils identified so that both groups make at least expected progress
D.	Increase the progress of those eligible for PP in writing across Key Stage 1 but particularly in Lower Key Stage 2.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across KS1.
E.	To improve the performance of disadvantaged students including more able disadvantaged students. Disadvantaged students performed well in 2015 but poorly in 2016. Writing at KS1 and KS2 needs to improve, especially at greater depth. The progression of middle and lower ability students to improve. Those with a combined need perform significantly below others so they need to be targeted.	The Upper ability disadvantaged students progress will be broadly in line with non-disadvantaged students nationally. The progress scores of middle ability disadvantaged students will be positive and broadly in line with non-disadvantaged nationally The gap between the attainment of disadvantaged students and the national average will be less than 25%
F.	Attainment and progress is in line with pupils with similar starting points for those with combined complex needs.	Target a) Continued cross agency working to protect and support vulnerable children Target b) Continued work on improving outcomes through good attendance Target c) Access to school activities for pupils in receipt of the Pupil premium Main improvements required: - To work within the new children Zone structure enabling our families to access the support and children the protection needed. Vulnerable pupils supported to reach potential overcoming barriers to progress.

5. Planned expenditure

Academic year	2016/17				
i. Quality of 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?
Improve the rate of progress for eligible pupils in Reception Class	Additional Teaching Assistants to ensure smaller numbers of pupils in Key Worker groups Additional staff will ensure quality first teaching across the Phase and enable ELSA	Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs and additional teachers can be effectively used to support progress in early Years through improving quality first teaching by improving ratio and CPD opportunities.	Progress review meetings each term Observations of TA ELSA Supervision PDR	SLT KB HF	Termly and end of year

	work to take place. Specialist SALT TA to deliver, monitor and liaise with family and professionals				
Improve the rate of attainment at Key Stage 1 ensuring that middle ability pupils make good or better progress	Targeted Interventions TAs trained to deliver and assess impact through entry and exit data	SLT support for assessment and planning of reading, writing and maths	Progress review meetings Lesson Study Timetabled support Lesson observations Book look Pupil interviews and internal/external moderation	SJS/CP/KB	Termly and end of year
Increase the progress of those eligible for PP in writing across Key Stage 2 but particularly in Lower Key Stage 2.	Out of class leadership role specifically focussed on supporting teaching in Lower Key Stage 2.	Pirate Writing etc. We use evidence based research to ensure that chosen intervention will offer maximum impact.	SLT member out of class from September 2016- December 2017	SJS	Termly and end of year
Increase progress and attainment I maths across the school and in particular PP	Targeted interventions TAs trained to deliver and assess impact through entry and exit data	1 st class, success@, number sense etc...	Observation of teaching, data collection, Edgehill reports	KB	Termly and end of year

ii. 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?
Interventions matched appropriately and quickly to meet pupil's needs to ensure progress is improved and these are well resourced and staff trained.	Increase number of TA trained to deliver agreed interventions. Liaison with class teacher regularly to ensure same approaches in class	EEF findings Research evidence	Entry and exit data Observations PDR Registers kept and timetabled slots to ensure takes place CPD Some TA only focussing on the intervention at times during the day and school expectation that these take place.	KB	Termly and end of year
Improve HA and MA pupils progress	Use of 'hot, medium, spicy' success criteria to move learning from 'streaming approach' to opportunities for all pupils to achieve	Growth Mindset – not to put a cap on potential. Pupils with low self believe and resilience need the opportunities to reach higher in a safe way	Lesson study Book looks Pupil interviews	SLT	Termly and end of year

To ensure that pupils are fully involved in their learning and active participants (includes parent meetings)	Loops for learning/Marking and feedback	Pupil engagement increased and understanding of 'the journey's purpose.	Work scrutiny Pupil interviews	SLT	Termly and end of year
Pupils with emotional and mental health needs are supported in school, recognising that pupils need to be in the right state to learn	Use of a suite of support that can be used in response to how the child presents.	Work with other professionals recommendations. Recognition that for some pupils where life chances have been significantly reduced through trauma, abuse etc., they need to feel safe before they are ready to make progress	Multi agency working to ensure that pupils have access to support which has been identified. Reports from counsellor, Play \therapist ad ELSA assessment data. Thrive questionnaires	HF/KB	Termly and end of year
iii. 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?
Increase the rate of attendance for those eligible.	Use of agreed attendance resources from the local pyramid of school	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being	Monitored by Attendance Lead and implemented in the school office.	KS/HF	Half Termly
Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Learn to Move Move to Learn	Though the impact of sports participation is thought to be low by EEF we feel that for some pupils feelings of value, opportunities to be leaders, or just to have a go build on their resilience and self esteem	Though the result of competitive team sports will hopefully be successful they key element is child's presentation at these events and their view of belonging and participating	RS	July 17
Access to educational visits for all	To ensure that all children are able to attend trips and visits	This is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms and to ensure that pupils can still develop an awareness of the world outside of family and school	Take up of this subsidy will be monitored by the office staff and headteacher	HF/HK	July 17
Increase the opportunity for pupils to attend residential adventurous activity courses/Forest Schools	PGL, Forest School Activities	It is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. Develop resilience, promote safe risk taking activities, team building, belonging	Staff comments and observations	CL/RP	July 2017.

Access to breakfast, lunch and after school clubs	Lunch club free for all but identified children nominated	To facilitate pupils social skills in a safe environment. Ensure that pupils have a nutritional start to the day Support Working families therefore removing from benefits and increasing employed households and less poverty	Reduction for individual pupils in playground issues. Friendships supported and behaviour logs in place Ability to resolve conflicts	SJS	July 2017
Access to uniform and equipment	Parents advised and encouraged to take up offer through newsletter and personal approach Kit purchased to be used in school	Pupils are dressed the same and therefore have a sense of pride and belonging They have the appropriate equipment to participate in all curriculum areas and for some extracurricular too	Record kept of items issued and reviewed to see percentage uptake Children participating in PE increased as staff aware of available kit	HF	July 2017

6. End of year review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
i. Improve the rate of progress for eligible pupils in Reception Class	Additional Teaching Assistants to ensure smaller numbers of pupils in Key Worker groups Additional staff will ensure quality first teaching across the Phase and enable ELSA work to take place. Specialist SALT TA to deliver, monitor and liaise with family and professionals	<i>All pupils in class made progress from starting points(baseline data 2016) SALT programs received and delivered by trained TA with parental involvement through attendance at meetings ELSA delivered to nominated children in class (light touch approach) with transition information to new class teacher</i>	<i>SALT programs took time to come through – pre-school information not reliable and need to gather this earlier to impact sooner in class</i>	£13400
ii. Improve the rate of attainment at Key Stage 1 ensuring that middle ability PP pupils make good or better progress	Targeted Interventions TAs trained to deliver and assess impact through entry and exit data	<i>Attainment in KS1 judged to be outstanding with Mathematics a strength. The difference in attainment between groups was less than in 2016.</i>		£10,380.00

iii.	Increase the progress of those eligible for PP in writing across Key Stage 2 but particularly in Lower Key Stage 2.	Out of class leadership role specifically focussed on supporting teaching in Lower Key Stage 2.	<i>Writing was in line with national and this year the gap reduced.</i>	<i>Spelling still an issues and new scheme put in place for the next academic year. This will be monitored through baseline data.</i>	£12,227.20
iv.	Increase progress and attainment in maths across the school and in particular PP	Targeted interventions TAs trained to deliver and assess impact through entry and exit data	<i>Mathematics results improved in both key stages from previous year for all pupils. The gap narrowed from the previous year.</i>	<i>Interventions were effective in all cases.</i>	Included in ii

v. Targeted support

vi.	Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
vii.	Interventions matched appropriately and quickly to meet pupil's needs to ensure progress is improved and these are well resourced and staff trained.	Increase number of TA trained to deliver agreed interventions. Liaison with class teacher regularly to ensure same approaches in class	<i>Interventions used were effective in all groups of children</i>	<i>This targeted approach ensured that interventions matched need. Issues arose through parental involvement and this will be an area to investigate further.</i>	£26,102.00 £4,500.00
viii.	Improve HA and MA pupils progress	Use of 'hot, medium, spicy' success criteria to move learning forward	<i>In school monitoring evidenced progress over time for pupils through interviews, work scrutiny and assessment.</i>		
ix.	To ensure that pupils are fully involved in their learning and active participants (includes parent meetings)	Loops for learning/Marking and feedback	<i>In school monitoring evidenced progress over time for pupils through interviews, work scrutiny and assessment. Pupils able to set own targets and discuss with parents at review meetings. Pupils beginning to be more effective in commenting on feedback given.</i>		

x.	Pupils with emotional and mental health needs are supported in school, recognising that pupils need to be in the right state to learn	Use of a suite of support that can be used in response to how the child presents.	<p><i>Staff trained as Thrive Practitioners and initial assessments and work undertaken. All Pupils made progress from the baseline data taken.</i></p> <p><i>Counsellor and Play Therapist working with PP children. As a result some children no longer need to access support at this level although they will still be supported through ELSA work</i></p>	All staff need to be aware of The Thrive Approach to ensure consistency across the school.	<p>£ 12,675.00</p> <p>£9,120.00</p> <p>£4,000.00</p> <p>£6,000.00</p>
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ii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the rate of attendance for those eligible.	Use of agreed attendance resources from the local pyramid of school	<i>Despite letters, interviews and publicity; data for PP children indicates that attendance is still an issue for many.</i>	<i>Will work closely with the LA this year who are now becoming more involved in supporting schools. Attendance to be picked up every 6 weeks and form part of all discussions in school e.g. parent meetings.</i>	
Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Learn to Move Move to Learn	<i>Targeted provision through Learn to Move was successful but ensuring access to additional curriculum provision not taken up by a number of pupils</i>	<i>Not all families are able to collect after school so need to look at provision within the school day</i>	<p>£2,583.00</p> <p>£2,988.00</p>
Access to educational visits for all	To ensure that all children are able to attend trips and visits	<i>Through publicity parents/carers made aware of the opportunities to access funding that supports activities linked to the curriculum. No child was unable to attend trips during the year due to economic disadvantage.</i>	<i>Continue to ensure access to all PP children for activities and trips linked to the curriculum.</i>	£2795
Increase the opportunity for pupils to attend residential adventurous activity courses/Forest Schools	PGL, Forest School Activities	<i>All children who were eligible and interested were able to access these activities and those for whom overnights stays were a concern were taken as day pupils.</i>	<i>As above</i>	£1704

Access to breakfast, lunch and after school clubs	Lunch club free for all but identified children nominated as a priority	<i>Available at point of need to all PP children. Free places at before and after school club used by a small number of families across the year enabling parents to attend meetings, training or work.</i>	<i>Will continue to provide</i>	£1710 £4940 £270.00
Access to uniform and equipment	Parents advised and encouraged to take up offer through newsletter and personal approach Kit purchased to be used in school	<i>All pupils who did not have kit in school were able to borrow kit from the school office therefore joining in with activities New Intake parents offered full uniform and a significant majority of families responded and applied for FSM and were provided with uniform and kit Uniform given out throughout the year to PP families</i>	<i>Yes will continue as ensured that all pupils engaged in the PE curriculum and were dressed in the correct uniform regardless of economic background.</i>	£1162 £500.00

Plans for the future include:

- Extend Thrive across the school
- Continue to fund PP children to attend clubs and have access to activities and extended services.
- Extend provision map format to PP who have no additional needs ensuring that they do not fall off the radar.
- Staff CPD (interventions, Loops Assessment, Thrive)
- To ensure that existing and new staff are aware of PP in their care and contribute, deliver and monitor the plans in place
- Monitor impact of interventions to ensure the desired outcomes are achieved.
- Parental engagement