

Pupil premium strategy statement - St Marys CofE Primary School

1. Summary information					
School	St Mary's CE Primary, Bridport				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	June 2018
Total number of pupils	194	Number of pupils eligible for PP	32%	Date for next internal review of this strategy	July 2019

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	All children
% achieving in reading, writing and maths	73%	61%	65%
Value added progress in reading (unvalidated)	1.71		1.7
Value added progress in writing (unvalidated)	1.0		1.5
Value added progress in maths (unvalidated)	-0.06		0.3

Commentary on disadvantaged results:
 37.5% of PP pupils met GLD, 80% passed the phonics test in year 1. KS1 results: 100% of PP pupils achieved reading, writing and maths and at KS2 73% achieved reading, writing and maths. Progress scores are positive for all subjects.
 Historically PP pupil's attendance has been a concern and this has been a focus. Persistent Absence has risen from 4.07% to 5.97% (still lower than 2016-17 rates but needs monitoring.)
 Overall PP attendance is 96.48% above the national average.

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)	
A.	Support from home for key learning eg. reading, spelling, maths fluency work and access to online computer platforms to improve spellings and times tables
C.	Opportunity to experience a wide range of texts and discussion of vocabulary
D.	In school attitude survey suggests PP children have low self-regard as learners, low confidence in learning and are low in their preparedness for learning
E.	SEND statistics are high 33% compared to 15% nationally
F.	Many PP pupils have combined needs (72.7% 2017/180)

External barriers (issues which also require action outside school, such as low attendance rates)		
G.	Attendance still of concern. Below 95% is an issue for 33% of these pupils and below 90% for 11%.	
H.	Less PP children than non-PP children attend clubs: 41% non-PP children attend clubs versus 32% of PP children attending clubs (5 children gap)	
I.	St Mary's is located in a deprived area where unemployment is high and intergenerational.	
J.	Child Protection statistics are high	
K.	Limited experiences- language and life experiences such as trips, holidays and visits are minimal for some PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children meet their progress targets (FFT20) with a particular focus on <ul style="list-style-type: none"> • Writing for all PP pupils • Progress of previous middle attainers - increasing the number achieving greater depth in R/W/M 	Evidenced in KS1 and KS2 data
B.	Disadvantaged students make positive progress at least in line with those from similar starting points supported through effective interventions	Intervention entry and exit data and class based assessments to measure whether gains have been maintained and evident in classroom learning.
C.	PP children show confidence and resilience in approaching all aspects of learning.	PASS Test (Pupil Attitude Survey) reports for key PP children from all year groups to show improvement over year
D.	Same % of PP children to be involved in extra-curricular clubs and activities as all other children	Data from termly survey of participation in clubs reflects equal participation.
E.	Attendance of PP children in line with that of all other children	2018-19 Attendance data to show attendance of children to be more in line with that of other pupils (ie a closing of the gap).

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
PP children meet their progress targets (FFT20) with a particular focus on <ul style="list-style-type: none"> • Writing for all PP pupils • Progress of previous middle attainers - increasing the number achieving greater depth in R/W/M 					
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 ?
Quality First Teaching to narrow the gap between PP children and others	All teachers and TAs implementing strategies to “narrow the gap” from CPD training from staff meetings/insets (including participation in mastery SSIF project and Academy Trust Research Groups in metacognition, feedback, oracy)	Insets and staff meetings have been based on evidence and recommendations from -EEF Toolkit -Closing the Attainment Gap (Fair Education Alliance)	-Termly data reviews analyse PP progress -Lesson monitoring/lesson study to focus on PP children -Each teacher to include PP children on interventions overview with specific targets	Head and deputy	July 2019
Improved writing results for PP children across the school	Teachers to engage with Pie Corbett transforming reading and writing training to support PP children with ideas/vocabulary for writing	EEF-evaluation of Talk for Writing -Progress in other schools implementing the approach (‘Stories to tell, stories to write’ Lewisham) -	-Regular monitoring by Literacy lead -Lesson studies -Monitoring of pp children	Literacy lead	July 2019
Support PP pupils with homework and access to online platforms eg: Spellodrome and	PP pupils to be offered place at the homework clubs run by teachers within and after school	“Poorer pupils in England get less help with their homework than their better off classmates...Just half of the most disadvantaged 15-year olds said their parents regularly helped with their homework	-Offer of free places to homework club- invitations to parents and children -Incentives to reward participation such as certificates and dojos -Monitoring by literacy and maths lead of	Literacy Maths Leads	Termly

Times table rock stars		compared to 68% of their better off classmates." <i>Sutton Trust-Improving Social Mobility</i>	participation using the online platform -Increased performance in class quizzes -Monitor results		
Total budgeted cost £6040					
Targeted support					
PP children show confidence and resilience in approaching all aspects of learning. Disadvantaged students make positive progress at least in line with those from similar starting points supported through effective interventions					
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?
Pre-Teach and assigning competence project to narrow the gap between PP children and non PP	All teachers to select 3-4 pp children to provide 20 minutes of pre-teaching to support children in maths lessons and later literacy lessons.	-A successful pilot in Devon run by Babcock: Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Cohen, Lotan, Scarloss and Arellano 1998 <i>Complex Instruction: Equity in Cooperative Learning Classrooms</i> Takahashi, and McDougal 2016 <i>Collaborative lesson research: maximizing the impact of lesson study</i> Research projects in to pre-teaching saw impact on children's learning from pre-exposure to learning ahead of peers.	-Regular monitoring by head/ maths lead -Lesson studies and collaborative lesson study to involve partner teachers to observe selected pupils in lessons -Monitoring of the children through data meetings	Maths Lead Literacy Lead	July 2019
Disadvantaged students make positive progress at least in line with those from similar starting points supported through effective interventions	Teaching assistants to provide classroom support, small group learning and targeted interventions for any children falling behind their peers in Reading, Writing and Maths	Range of interventions deployed see list below. Interventions we use are evidence based (with specialist training provided for staff leading them) or are structured sessions planned by a specialist/teacher.	Interventions are monitored by subject leaders with entry and exit testing reviewed and annual review with staff leading interventions to review successes and areas for development.	Literacy Lead Maths lead	July 2019

Total budgeted cost					30,000
Other approaches					
C) PP pupils show confidence and resilience towards learning D) Same % of PP children to be involved in extra-curricular clubs and activities as all other children E) Attendance of PP children is in line with that of all other children					
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?
PP children showing confidence and resilience as learners	As many of our children have combined needs (eg PP and SEND or LAC) We pay for a range of outside professionals to work with our more vulnerable children and families. (Educational psychologist, play therapist, counsellor etc).	<p>“Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support through working with families.” (From What are the most effective ways to support disadvantaged pupils’ achievement, DfE/NFER 2015)</p> <p>Other research suggests the importance of children’s emotional wellbeing towards their resilience and ability to learn successfully.</p>	Headteacher/Senco to meet with all professionals Every meeting is documented and sent to the head and other adults working with the child.	Head Senco	Termly
	We have trained ELSAs (emotional support assistant) and 3 Thrive Practitioners. They offer nurture/self-esteem groups; parenting support; social communication groups and behaviour support to PP pupils. Lunch club provision		SENCO/deputy to meet ELSAs/Thrive practitioners half termly to discuss individual children and identify needs of other children.	SENCO Deputy	Twice termly

	for vulnerable children. Family Learning program project at the school provided by Whitehead Ross and funded by Education Skill Funding Agency				
The amount of PP children attending our after school club provision will increase	Free places in our after school clubs will be reserved for PP children.	Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) found that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.	Collect data on club membership each term (41% non-PP children attend clubs versus 32% of PP children attending clubs (representing 5 children gap)	Head Office staff	Termly
Attendance of PP pupils in line with that of all other children (in cases where this is not achieved, evidence of actions to support families to improve attendance levels.)		“Regular attendance was a priority in more successful schools, with the importance of this being shared with pupils and families. Many schools had designated a member of staff or team to ensure attendance –calling home when children did not arrive on time, funding or sending out transport, and working with families.” Supporting the attainment of disadvantaged pupils, DfE Nov 2015	Monitor attendance regularly- at least twice a term. Evidence of strategy for any pupil whose attendance is causing concern. Improve PP attendance from last year’s figures: Below 95% is an issue for 33% of these pupils and below 90% for 11%.	Head Office staff	Twice Termly
Total budgeted cost					26,000

6. Review of expenditure from the year 2017-18	
Academic Year	

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
ii. Targeted support				
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
iii. 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