



## Academic Year 2017/18 – Projected Funding £78,460.00

### Pupil Premium Strategy Statement

St Mary's C of E Primary School is committed to providing a good and inclusive educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their full potential. (See also the Appendix document below: Supporting the attainment of disadvantaged pupils (NfER) and additional information as to how disadvantaged pupils are supported at St Mary's School).

#### **We aim for:**

- All children to enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress in all respects;
- All children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local community school;
- All children to be supported and encouraged to lead healthy, fulfilled and active lives.

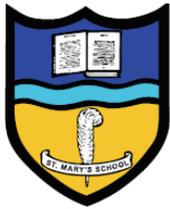
#### **We focus on supporting school identified barriers for learning:**

- Communication and Language on entry
- Oracy skills development through the school
- Social and emotional development through the school
- Parental engagement

#### **We provide:**

- Small group work with an experienced teacher focussed on overcoming gaps in learning;
- Additional Teaching and Learning opportunities provided through trained teaching assistants
- Providing additional resources and materials aimed at raising standards, particularly in Maths and Literacy;
- Providing and enhancing social skills through lunchtime provision and friendship clubs.

The Pupil Premium (PP) is funding provided to schools in addition to main school funding. It is allocated according to the number of on-roll pupils who are eligible for Free School Meals (FSM) and children who have been Children in Care. This also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Pupil Premium is also granted for pupils whose parents are in the armed forces. We focus our Pupil Premium expenditure on the progress of disadvantaged pupils. We plan



and regularly review a range of interventions and strategies that enable us to diminish the difference between the disadvantaged and the non-disadvantaged pupils. The vast majority of the funding enables us to teach pupils in smaller groups and to fund some children on residential trips. This report will ensure that you as parents and others are made fully aware of the impact / attainment of pupils covered by the Premium and the extra support that they receive. In 2017-18 St Mary's C of E Primary School is projected to receive £78,460.00 in Pupil Premium funding.

## Pupil Premium Summary of Plan for Expenditure 2017/18

	EYFS	KS1	KS2	Impact
<b>Staffing and Interventions</b>				
Teacher led Maths & English Intervention Groups (2 x am Intervention Teachers): <b>£51,846.12</b>			✓	Small, focussed group learning has helped to reduce the difference between the attainment and progress of PP and Non-PP children. <u>Highlights:</u> KS2 Maths progress score for disadvantaged pupils = 0.91 75% Year 4 met age related expectations in Reading 71% Year 6 met age related expectations in Writing 92% Year 4 met age related expectations in Maths
Teaching Assistants additional hours covering intervention, social skills/friendship clubs/lunchtime provision : <b>£9,512.64</b>	✓	✓	✓	The Lunchtime Club and Friendship Club provided a place for pupils to go for support and improved social skills and confidence.
Booster sessions: No additional cost – covered in teaching hours.		✓	✓	Access was given to pupils to attend More Able Writers and More Able Maths groups. Booster groups in Yr 2 and 6 supported children and improved progress.
HSLW (Home School Link Worker to work preventatively with families, children and the school to provide early intervention, signposting support and guidance in times of	✓	✓	✓	HSLW has worked with 68% of our PP children and their families. Families feel supported and have been signposted to additional support where necessary e.g. ELSA, CAMHS, Surrey Young



change and stress: <b>£11,510.64</b>				Carers, counselling and Early Help interventions (Family Support Programme and MASH).  Of the 16 PP children support by the HSLW average improvement in attendance by 1.1% which equates to an improvement of 4 sessions per child over the academic year.
ELSA (Emotional Literacy Support Assistant) to provide 1:1 support for pupils who need assistance in understanding and regulating their own emotions whilst respecting the feelings of those around them: <b>£5,857.56</b>	✓	✓	✓	ELSA has provided 1-1 support for many of our PP children and have improved self-esteem, reducing anxiety and other emotional support. Children feel supported and confident and better equipped to succeed at school.
<b>External Professional Services</b>				
External Clubs: No Charge for selected PP pupils on application	✓	✓	✓	Clubs were accessed by Pupil Premium Pupils. Children were able to participate fully in school life and have been provided with opportunities which have enriched their learning.
Use of breakfast/after school club (The Hive): No Charge for selected PP pupils on application	✓	✓	✓	Access to The Hive when needed
<b>Resources &amp; enrichment</b>				
Financial support for curriculum residential visits/day trips/events in association with Byfleet United Charities	✓	✓	✓	Children were able to participate fully in school life and have been provided with opportunities which have enriched their learning.
<b>Total projected expenditure for 2016/17: £78,726.96 (potential £266.96 additional delegated funding support on Pupil Premium Allocation)</b>				



## Supporting the attainment of disadvantaged pupils (NFER) 2017

The Department for Education has reported that 'the educational performance of pupils from disadvantaged backgrounds is much lower than their peers, and England has a relatively large achievement gap'.

The pupil premium is a government initiative which was introduced in 2011. It provides additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

### **What does St Mary's Primary do to ensure we use the most effective ways to support disadvantaged pupils' achievement?**

#### **Based on – 'Supporting the attainment of disadvantaged pupils' Nov 2015 DfE briefing**

NFER conducted research which found that 'schools which are more successful in promoting high attainment have a number of things in common' and identified seven building block of success:

#### 1. Whole-school ethos of attainment for all

- All teachers are aware of Pupil Premium children in their class. In planning there is clear differentiation and challenge for the different ability groups. This highlights the importance throughout the school that ALL pupils achieve.
- Pupil Premium children, and other focus groups, are highlighted in Pupil Progress Meetings held termly.
- Parents Meetings inform parents of progress but also address the particular needs and signpost support within school.
- Pupil Premium children are highlighted on planning to ensure all pupils are catered for.



## 2. Addressing behaviour and attendance

- Learning behaviours and attitudes for learning are developed through 'St Mary's Learner' which has age appropriate expectations for each attitude/behaviour.
- At St Mary's Primary School, we use the Pupil Premium funding to provide extra curriculum activities for disadvantaged pupils who may otherwise not get to enjoy these experiences. This includes Residential Trips.
- The school has employed a Home School Link Worker (HSLW) to provide support for young people and their families. The HSLW also signposts to social and emotional support for the children in these families. The HSLW supports with attendance and transition through the stages.
- The school has a trained Emotional Literacy Support Assistant (ELSA). In years R-6 for children who experience difficulty expressing their emotional needs and require support for their social development.
- Termly School Support Team meetings (SST) with HT, DH, SENCo, ELSA and HSLW are carried out where the school discusses particular needs of individual pupils and the support we can provide. Records of the support from the different teams in school are recorded for each pupil discussed.
- Attendance is regularly monitored by the HT, HSLW and the Attendance Officer who is a member of the admin staff and action taken for poor attendance and attendance is also reported to governors.
- Attendance is monitored with the Educational Welfare Officer on a termly basis. Action is taken following these meetings where needed.
- Class Attendance Golden Ticket Award and individual attendance certificates encourage all children to have good attendance and means that children encourage one another.
- Termly attendance letters alert parents to address any falling attendance issues and encourage their children to attend school regularly.
- We try to identify which of our children are Young Carers and raise awareness for support for their learning, emotional, social and practical needs.
- The school's Behaviour Policy ensures that any difficulties are supported and dealt with and records of behaviour are kept up to date on SIMS to allow us to identify target children.
- Positive behaviour strategies such as the Behaviour Ladder and 'Dojo' points motivate all children to demonstrate positive behaviour and attitudes.
- The SDP 2017-18 has a focus of supporting the teaching and learning for Pupil Premium pupils.
- The SDP includes a focus on attitudes for learning and includes perseverance and resilience. This is to raise the focus of behaviours for learning and life long attitudes.
- TAF support meetings are also held within the school to support the families.



- Next Step: Continue to monitor Persistent Absence to ensure the levels continue to be a strength (RoL 2016 PA for all groups and FSM was below the National Average in 2015-16)

### 3. High quality teaching for all

- The quality of Teaching and Learning is regularly monitored by the SLT.
- Observations are regularly undertaken and targets set to ensure that all teaching is at least good. This includes formal observations, Drop Ins and Learning Walks
- Book scrutinies and planning/feedback scrutinies are carried out termly by members of the SLT.
- Planning and differentiation including challenge is a focus with high expectations for all.
- CPD is targeted and on SDP to improve teaching across the school.

### 4. Meeting individual learning needs

- Data is analysed by members of the SLT, Literacy and Maths co-ordinators and discussed with class teachers at pupil progress meetings.
- Interventions are planned where progress is not as expected. Pupils are chosen for these groups at the Pupil Progress Meetings based on recent data and also in discussion with the class teacher.
- Case studies are created for set Pupil Premium pupils not making progress as expected.
- Split classes in key year groups, currently years 4 and 6, allow for intensive teaching in smaller groups and targeted interventions to be carried out where most appropriate. This means that all pupils including disadvantaged pupils benefit from additional support at key times in their education.
- Booster groups are held in Year 2 and Year 6 for pupils to ensure that they have appropriate challenge.
- All additional SEN support/ intervention is targeted and individual pupils are discussed at termly pupil progress meetings. Pupils have individual targets for their SEN interventions and progress is assessed against a baseline.
- Target children have completed one page profiles so that the pupils own view about how best to support them is taken into consideration.
- Financial support is given for school trips and swimming for pupil premium pupils



## 5. Deploying staff effectively

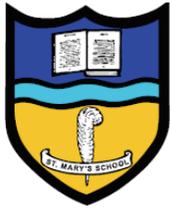
- Additional support staff are allocated in particular year groups where the need arises. All adults are given targets for supporting particular children.
- Additional teachers are also allocated to provide the support where it is needed – currently there are two teachers employed mornings to support in two year groups.
- All TAs (not SEN TAs) are learning partners in the afternoon working on interventions with identified children.
- Next Step: Develop lunch playtime with staff teaching/running games outside to support developing independent playing of games.

## 6. Data driven and responding to evidence

- Baseline information is gathered at the earliest opportunity so that we can begin to offer the best provision immediately in Reception and on entry elsewhere.
- Termly Pupil Progress Meetings are held where individuals and groups are identified. Data is analysed and progress discussed to ensure that opportunities are given for all pupil to achieve.
- Data analysis is also used to review curriculum areas, gaps are picked up and training organised to overcome this.
- Progress is always measured against a baseline.
- The school uses teacher assessment as well as standardised scores to give a clear all-rounded overview of each child.
- Assessment for Learning is a focus in planning to ensure that feedback is always effective and time for reflection, self-assessment and response to feedback is regularly given.

## 7. Clear, responsive leadership

- Governors have a named governor responsible for Pupil Premium and the effective use of the funding.
- Members of the SLT are responsible for monitoring the progress and support of disadvantaged children and to ensure that the pupil premium funding is allocated effectively and is reviewed regularly.
- The Pupil Premium Report is on the website and show how pupils are supported through wider non-academic experiences, support and focus as well as through extra intervention in class.



# St Mary's C of E Primary School

*'Learning for Life'*

- Next Step: To carry out a Pupil Premium audit. (In SDP 2017-18).
- Next Step: Develop further the Class Teachers ownership of the data for all groups in their class. (In SDP 2017-18).
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