

St Mary's 2018-2019 Pupil Premium Strategy Statement

1. Summary information					
School	St Mary's Primary C of E Primary School				
Academic Year	2018-19	Total PP budget	Projected Funding £64,680	Date of most recent PP Review	July 2018
Total number of pupils	420	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High level of deprivation - IDAKI rating
B.	Low Language and Communication Skills on entry
C.	High proportion of PP + SEND, EAL, SEMH etc 52%
E.	Significant emotional and mental health difficulties affecting academic achievement
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Engagement of PP families and the support parents/carers provide for their children, beyond any families where outside interventions can build PP expenditure into targets and measured outcomes, e.g. Child In need or other multi agency working.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Diminished Attainment Gap Between Those Eligible for PP and non-PP Ensure children eligible for PP make accelerated progress so that they achieve at least in line with their peers. This should be achieved through both high-quality Wave 1 teaching and through targeted interventions. E.g. 2017-18 Yr 6 Disadvantaged pupils achieved the expected standard or higher = below national 20% vs 70% (equivalent to a difference of 5 pupils)</p>	<p>Appropriate targets set for PP pupils. All PP pupils make accelerated progress; reach age related expectations and achieve their individual progress targets.</p>
B.	<p>Diminish the gender gap between boys' and girls' attainment Reading EXS: girls outperformed boys (85% vs 70%); national gender gap = 9% Reading GDS: girls outperformed boys (30% vs 11%); national gender gap = 7%</p> <p>Writing EXS: girls outperformed boys (87% vs 63%); national gender gap = 14% Writing GDS: girls outperformed boys (21% vs 11%); national gender gap = 8%</p>	<p>Gender gap will be diminishing will be evident in annual year group progress data. KS2 SATS attainment and progress for both PP boys and girls will be in line with National Average.</p>

	Maths EXS: girls outperformed boys (91% vs 74%; national gender gap = 2%)	
C.	Improved outcomes in writing for PP pupils Overall attainment in writing is below national at both the expected standard and at greater depth.	All PP pupils will reach age related expectations in writing and meet their individual progress targets.
D.	Increased Language and Communication Skills Provide opportunities for disadvantaged children, with lower language skills to close the word gap.	There will be evidence of accelerated progress from Teacher led Talkboost intervention groups.
E.	Development of Children's Emotional Resilience & Positive Learning Behaviours Support pupils social, emotional and mental health needs to enable them to enjoy and participate at school in order to achieve academically.	Children who are eligible for PP develop their social emotional learning to improve participation and enjoyment in school as well as overall attainment.
F.	Resources Available for Children to be Successful in School	All pupils have the equipment and broad range of experiences in school to ensure they can be successful at school. This should include increased attendance at extra-curricular activities (linked to SDP).

4. 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.					
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?
Consistent high quality wave- 1 teaching ensuring all pupils make accelerated progress.	Differentiation will be effective and appropriate in all lessons so different starting points are appropriate for all learners Structure of lessons reflects the needs of learners and adults are deployed effectively	Gap still exists between National All and school disadvantaged for both progress and attainment	Monitoring schedule Pupil progress meetings	JC/KC	Half Termly
Total budgeted cost					
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?
Diminished Attainment Gap Between Those Eligible for PP and non-PP Children eligible for PP make accelerated progress so that they achieve at least in line with their peers.	Staffing: 2 x part-time 1 x fulltime intervention Teachers Teacher led Maths & English Intervention Groups SENCO 1 additional day to support in classrooms Booster sessions: No additional cost – covered in teaching hours.	Gap still exists between National All and school disadvantaged for both progress and attainment Early years Oral interventions = EEF Toolkit - +4 months Reading comprehension strategies = EEF Toolkit - +6 months Within class attainment grouping = EEF Toolkit - +6 months	Monitoring schedule Pupil progress meetings.	JC/KC	July 2019
Total budgeted cost					£52,816

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?
Improved engagement of many of our PP families. Parents are able to access a wide range of services within the school and local area. Improved 'well-being' of our pupils and improved relationships between families and the school.	HSLW (Home School Link Worker) to provide early intervention for parents signposting support and guidance in times of change and stress:	Extremely high proportion of disadvantaged pupils with SEMH issues and referrals to CAMHS / Children's Services. EEF Toolkit - +4 months	Constant tracking and evaluation of pupil and families engagement and wellbeing.	KC	July 2019
Total budgeted cost					£11,596
Children to understand and regulate their own emotions, learn to respect others around them and develop their personal resilience. Develop their emotional wellbeing and their ability to manage better at school — socially, emotionally and academically.	ELSA (Emotional Literacy Support Assistant) to provide 1:1 support for pupils with emotional needs:	Extremely high proportion of disadvantaged pupils with SEMH issues and referrals to CAMHS / Children's Services. EEF Toolkit - +4 months	Constant tracking of pupils' wellbeing through ongoing observations, ELSA assessment and pupil progress meetings.	KC	July 2019
Total budgeted cost					£6,103
All disadvantaged to participate in extended curriculum and enrichment opportunities	Financial support for curriculum resources/residential visits/day trips/events in association with Byfleet United Charities on application	Prior % of disadvantage group attending visits/trips is low compared with non-disadvantaged	Tracking of pupil premium group attendance on trips/visits/events	KSC/KS	July 2019
Total budgeted cost					BUC Contribution TBC
Greater proportion of disadvantaged students access extra-curricular activities	External Clubs: No charge for selected PP pupils on application	Prior % of disadvantage group attending after school clubs is low compared with non-disadvantaged	Tracking of pupil premium group attending clubs	CR	July 2019
To improve parental engagement and support.	Use of breakfast/after school club (The Hive):	Lower attendance of disadvantaged group in the	Tracking of pupil premium group	KS	July 2019

To ensure children are coming into school 'ready to learn'.	No charge for selected PP pupils on application	past.	attending the Hive		
Total projected expenditure for 2018/19: £70,515 (£64,680 Projected PP Funding with projected delegated budget support of £5,835)					

5. Additional detail

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:

- 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.
- Progress and well being of Pupil Premium children is tracked in Pupil Progress Meetings held half 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.
- 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.
- Half 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 CPOMS to allow us to identify children who need support.
- Positive behaviour strategies such as the Behaviour Ladder, Silver and Gold awards, stars, star of the week and 'Dojo' points motivate all children to demonstrate positive behaviour and attitudes.
- The main focus of the SDP 2018-19 is on improving the quality first teaching for all pupils, including Pupil Premium children.
- TAF support meetings are also held within the school to support the families.

- 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.

- Meeting individual learning needs

- Data is analysed by members of the SLT 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.
- Additional Teachers allow for intensive teaching in smaller groups and targeted interventions to be carried out where most appropriate.
- Booster groups are held in Year 2 and Year 6 for pupils to ensure accelerated progress.
- 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.
- Vulnerable group's overview is updated at half termly Pupil Progress meetings to ensure whole child's needs are met including parental engagement, attendance, family support, behavior for learning and barriers to learning addressed.
- 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.

- 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 is one full time Teachers and two part-time teachers - employed 5 mornings a week to support across the school.
- TAs carry out interventions with identified children across the school.

- 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.
- Staff appraisals include PP attainments and progress targets – based on prior attainment.
- Half termly Pupil Progress Meetings are held where individuals and groups are identified. Data is analysed; progress discussed, targets are set and intervention/support planned 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 individual previous starting points.
- 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.

- 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.
- Teachers evaluate the impact of PP provision each half term and present outcomes at Pupil Progress meeting each half term.
- The Pupil Premium Report is on the website, which evaluates the impact of PP support.

