



Academic Year 2019/20 – Funding Received £54,120.00

Pupil Premium Strategy Statement

St Mary's C of E Primary School is committed to providing an enriching and inclusive educational experience for all pupils. 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:

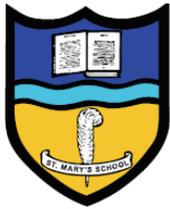
- Enjoy their learning, make excellent progress and attain high outcomes based on personalised targets;
- Become confident individuals and responsible citizens;
- Benefit from an inclusive ethos, excellent targeted teaching and a broad and balanced curriculum underpinned by strong leadership;
- Be supported and encouraged to lead healthy, active and fulfilled lives.

We focus on supporting school identified barriers for learning:

- High level of deprivation – IDACI rating;
- Language and Communication skills on entry;
- Significant emotional and mental health difficulties for some pupils, affecting academic achievement;
- Engagement of families (Pupil Premium and Ever-6).

We provide:

- Quality wave 1 teaching;
- Small group work with an experienced teacher focussed on overcoming gaps in learning;
- Additional teaching and learning opportunities provided through trained teaching assistants;
- Additional resources and materials aimed at raising standards, particularly in Maths and Literacy;
- A Home School Link Worker to support families and signpost access to a wide range of services within the school and local area;
- ELSA (Emotional Literacy Support Assistant) to provide 1:1 support for pupils with social and emotional needs;
- Financial support for curriculum resources (including school uniform)/ residential visits / day trips/ events in association with Byfleet United Charities on application;



- Technology to support learning in school and at home;
- A variety of extra-curricular clubs and activities.

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 2019-20 St Mary's C of E Primary School received £54,120.00 in Pupil Premium funding.

Pupil Premium Summary of Impact 2019/20

	EYFS	KS1	KS2	Impact
Staffing and Interventions				
<p>A designated intervention teacher provided intervention and small groups sessions to support learning in core subjects. This teacher also covered classes in order to release class teachers so they were able to deliver targeted interventions for their pupils with Pupil Premium.</p> <p>£39,252.00</p>	✓	✓	✓	<p>The progress that our Pupil Progress children made in the academic year 2019-20 is in line with their Non-Pupil Premium peers. The progress made by our Pupil Premium children in writing exceeds the progress made by their peers (73.3% vs 69.2% making expected or accelerated progress).</p> <p>*62.5% of our Year 6 Pupil Premium children left St Mary's reaching the expected standard in Reading, Writing and Maths based on teacher assessment. 100% reached the expected standard in Reading.</p> <p>Across Years 1 to 6, 73.8% of our Pupil Premium children reached the expected standard (for their year group) in Reading, Writing and Maths. This is an improvement from the previous academic year of 8.7% (73.8% vs 65.1%).</p> <p><i>*Statutory national testing did not take place in the 2019-2020 academic year due to the coronavirus pandemic. The comparisons here are drawn from 2019 National SATS data.</i></p>



2 x trained Emotional Literacy Support Assistants who provided targeted and timely ELSA intervention and support. £9,446.00		✓	✓	33% of pupils accessing ELSA support were in receipt of Pupil Premium in the academic year 2019-2020. These sessions (1:1 course and drop-ins) were personalised to suit the needs of the children. Each child and the progress made in these sessions was discussed and monitored during half-termly pupil progress meetings.
Home School Link Worker provided early intervention for parents, providing and signposting support where needed. £6,157.00	✓	✓	✓	22% of pupils supported by our Home School Link Worker were in receipt of Pupil Premium. Improved wellbeing of pupils who received this support. Appropriate and timely support given to families from HSLW. Attendance of Pupil Premium children has improved. In the academic year 2018-19, there was a 7% difference in the attendance percentage between Pupil Premium Pupils and non-Pupil Premium Pupils. That difference has reduced to just over 2%.
External Professional Services				
External Clubs: No Charge for selected PP pupils on application	✓	✓	✓	<i>Until March 2020</i> 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	✓	✓	✓	<i>Until March 2020</i> Access to The Hive when needed
Resources & enrichment				
Each child in receipt of Pupil Premium was given a Kindle Fire to support their learning at home. (x41 units) £3,245.56	✓	✓	✓	Pupils have access to equipment to support their learning at home. This enabled pupils to engage in their learning at home more effectively during the National Lockdown in 2019.
Uniform allowance requested for Pupil Premium pupils £40.00			✓	
Total expenditure for 2019/20: £58,140.56 (£4,020.56 additional funding supported by schools delegated funding)				



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:

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 wellbeing 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.
- A focus of the 2020-21 school development plan is continuing to improve 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.
- An additional teacher allows 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.