



Pupil premium strategy statement – St Mary’s C of E Primary School, Purton, Wiltshire

1. Summary information					
School	St. Mary’s C of E Primary School, Purton				
Academic Year	2017/18	Total PP budget	£ 71, 480	Date of most recent PP Review	n/a
Total number of pupils	369	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Jan 2018

2. Current attainment - Taken from most recent internal assessments		
	<i>Pupils eligible for PP (your school) – current internal assessments</i>	<i>Pupils not eligible for PP (national average) from end of KS data from July 2017</i>
% achieving in reading, writing and maths	RWM combined (Y1 -6) 67%	RWM combined KS2 - 61%
% making progress in reading	85%	
% making progress in writing	87%	
% making progress in maths	87%	

3. 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.	Poor Speech and Language
B.	Mobility
C.	Contact between Parents and School is often limited
D.	Social, Behavioural and Emotional Well-being
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Limited and missed experiences which lead to gaps in their knowledge and understanding.	
F.	Children not always being registered for FSM early in Reception, Year 1 and Year 2.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Staff to actively ensure all eligible pupils are in receipt of PP funding.	Regular updates through the school newsletter and direct contact with parents including face to face, phone calls and email to ensure that all children who are eligible apply for FSM, including those in EYFS and KS1. Increase numbers of
B.	For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	Progress measures are equal to all other learners. 75% achieve ARE in R, W and M separately
C.	Ensure that the social, emotional and welfare needs of the disadvantaged learners are met.	Pupil Voice shows that 100% of children feel well supported and engage well with school.
D.	Children to have experiences outside the schools normal curriculum that support any gaps.	Children to be identified to receive additional activities if assessment show they would benefit.
E.	To support children where family finances may prevent them from fully engaging in the life of the school	All children to be able to take part in visits without financial burden on families. To be supported to have suitable school uniform where finances may prevent this from happening.

5. Planned expenditure

Academic year

2017/18

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 implementation?
For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	All Disadvantaged learners to have one to one session weekly with their class teacher.	Pupil Premium case study shared at Birmingham Conference cited this as a success.	PP funding to release teachers weekly.	SB	
For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	Whole school training with Behaviour Support focusing on Emotional and mental health and well-being.	When children feel supported emotionally then their outcomes will improve.	Pastoral Support to arrange training for all staff and support them when working with challenging behaviours.	LT	
For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	TA time for those children in receipt of PP grant. Pupil Premium First approach in class.	PP children to receive additional feedback during class time in order to narrow the gap.	TA meetings weekly to have a focus on PP children and the impact being made. Assessments termly highlight the progress PP children make.	RP	

For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	SENCO time to focus on children who are PP and SEND	Ensure that children's special education needs are not being missed due to disadvantaged backgrounds. Work with parents and support with form filling etc.	SLT to monitor the impact of SENCO support for PP children. Ensure the outcomes for PP children are inline with peers.	LTew	
For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	Learning Journeys to monitor the mobility of children and teachers to focus on ensuring there aren't gaps in understanding.	Mobility is an impacting factor on outcomes and therefore we need to mitigate any disadvantage this might have on children.	Teachers to monitor with this in mind termly.	RP	
Total budgeted cost					£15619
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?
Staff to actively ensure all eligible pupils are in receipt of PP funding.	EYFS – Home visits prior to children starting school and FSM documentation shared and completed with parents if necessary.	Engaging with parents early has a profound impact on the outcomes for children. Children where parents are engaged with school have improved outcomes. Meet the Teacher event to engage parents further up the school. Governors and staff to engage with parents at Parents Consultation Evening.	Attendance at events to increase.	NC	Termly

Ensure that the social, emotional and welfare needs of the disadvantaged learners are met.	School Counsellor	Support with emotional well-being improves outcomes for children.	Pastoral Lead to manage the waiting list and prioritise cases.	LT	
Ensure that the social, emotional and welfare needs of the disadvantaged learners are met.	ELSA Support – Weekly Elsa support Free School Milk Disadvantaged Learners Lead – 1 hour/week Pastoral support	Supporting children on a weekly basis in small groups to highlight any concerns and address.	Pastoral Lead to manage the ELSA HLTA and the groups and individual support.	LT	
Total budgeted cost					£33736
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?
Children to have experiences outside the schools normal curriculum that support any gaps.	Forest Schools	Provide the children with an outdoor experience that will support their well-being and develop a range of experiences.	Weekly Sessions	KI	
Children to have experiences outside the schools normal curriculum that support any gaps.	Music/drama/sport lessons	Children have opportunities to learn a sport/instrument/skill that would otherwise be unavailable. This narrows the gap of experiences available to those from disadvantaged backgrounds.	Monitor and keep records of those children who receive additional support.	LS	

Children to have experiences outside the schools normal curriculum that support any gaps.	Lunchtime Club	An invite only club for children who find managing their emotions challenging.	Monitor by SLT to ensure that behaviour incidents are reduced.	LT	
To support children where family finances may prevent them from fully engaging in the life of the school	Funding for residential, school visits and uniform and other equipment as necessary.	To ensure that children can all take part in school events regardless of financial background.	Staff to ensure that children are not barred by financial hardship from any events that are part of the curriculum. The school will fund the residential fully for those children in receipt of Free School Meals, up to 50% is paid for those children who are Ever 6 and Military grant children received 10% funding.	NC	
For disadvantaged learners to make progress in line with their peers and at least 75% to achieve ARE.	HLTA to release co-ordinator for 1 hr weekly and to see highly vulnerable children weekly.	To give additional time to those children identified as high vulnerability.	To ring fence this time as much as possible and monitor the amount of time used.	NC	
Total budgeted cost					£22130

6. Review of expenditure				
Previous 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
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>				