



## Pupil premium strategy statement: St. Mary's Primary School

1. Summary information					
<b>School</b>	St. Mary's Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	<b>£36 220</b>	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving national or above in reading, writing and maths at KS1</b>	64%	64%	55%	78% (78% national)	67% (70% national)	76% (77% national)
<b>% achieving national or above in reading, writing and maths KS2</b>	50%	40%	30%	56% (71% national)	40% (79% national)	55% (75% national)



<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	37% overlap with the SEN Cohort – multiple barriers to overcome.
<b>B.</b>	7% of PP children joined the school in KS2.
<b>C.</b>	Up to 70% of PP children in KS2 have low attainment in a core subject.
<b>External barriers</b>	
<b>D.</b>	Involving parents in learning at home which supports the children's learning in school, having aspirations for their children in mind. Ensuring that children are at 95% and above attendance and that they are at school on time.

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Narrow the Gap through targeted intervention provided by a teacher.	Pupils eligible for PP in all year groups receive QFT and intervention related to IEP targets. PP pupils make good progress.
<b>B.</b>	Development of Pupil Premium through focused tracking and strategic development of the group.	Development of awareness of this key group and the gap narrowed through careful tracking and support, including a 'whole child' approach including offering counselling to particular pupils.
<b>C.</b>	Individual children are targeted for intervention in specific subject area, either through 1:1 or group sessions.	Children make good progress with an improvement in confidence in that subject area and the ability to work more independently.



D.	Parental engagement is an issue with some of our pupil premium families.	All parents actively involved in their child's learning. Parents are made aware if their child's attendance is below 95% and that lateness is monitored and addressed. Counselling sessions organised for specific children's issues.
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5. Planned expenditure					
Academic year: 2016/17					
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?
<b>A.</b> Narrow the Gap through targeted intervention provided by a teacher.	<ul style="list-style-type: none"> <li>• Staff training on Quality First Teaching for children with SEND in the classroom</li> <li>• Regular meetings with SENDCos to assess impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• We have invested some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</li> <li>• Termly assessment shows improvement in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of CTs with focus on PP and SEND pupils.</li> <li>• Meetings with SENDCos to look at effectiveness of interventions.</li> <li>• Pupils progress meetings and performance management</li> </ul>	Head            Deputy	September 2018



<p><b>B.</b> Development of Pupil Premium through focused tracking and strategic development of the group.</p>	<ul style="list-style-type: none"> <li>• High quality feedback.</li> <li>• Possible use of The Key CPD Toolkit to look at marking and Growth Mindset</li> <li>• All Governor Monitoring visits to report explicitly about PP in their subject.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Evidence that understanding the individual's mindset in relation to learning will help improve confidence and resilience in different subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Book Scrutiny</li> <li>• Feedback from staff</li> <li>• Governor Visits</li> <li>• Whole staff meetings (CTs and TAs)</li> </ul>	<p>Head Deputy Chair of Govs</p>	<p>September 2018</p>
<p><b>D.</b> Parental engagement is an issue with some of our pupil premium families.</p>	<ul style="list-style-type: none"> <li>• Early parent/teacher interviews</li> <li>• Parental workshops in KS1 (Phonics, reading)</li> <li>• Parental workshops on the Curriculum and expectations for EYFS, KS1 and KS2</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Professional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parent questionnaires completed.</li> <li>• Increased attendance at parents evening and other special events.</li> <li>• Attendance officer to inform parents immediately if their child's attendance falls below 95%</li> <li>• Attendance officer to contact parents if their childn is consistently late</li> </ul>	<p>Head Deputy</p>	<p>September 2018</p>
<b>Total budgeted cost</b>					<p>£20 991</p>



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?
<b>A.</b> Narrow the Gap through targeted intervention provided by a teacher.	<ul style="list-style-type: none"> <li>• Small group intervention led by a teacher</li> <li>• Assessment of impact of intervention on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Research and development</li> </ul>	<ul style="list-style-type: none"> <li>• Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>• SLT to observe delivery of intervention programmes to ensure quality and consistency</li> </ul>	SENDCos  SLT	September 2018  June 2018
<b>C.</b> Individual children are targeted for intervention in specific subject area	<ul style="list-style-type: none"> <li>• Small group intervention led by a teacher</li> <li>• 1:1 intervention relating to specific needs of the child</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Research and development</li> </ul>	<ul style="list-style-type: none"> <li>• Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>• SLT to observe delivery of intervention programmes to ensure quality and consistency</li> </ul>	SLT	September 2018  June 2018



<b>D.</b> Parental engagement in relation to importance of attendance and arriving at school on time.	<ul style="list-style-type: none"> <li>• 100% attendance certificates</li> <li>• Encouraging children to arrive in school at 8:40 for learning (registration time 8:50 – 9:00)</li> <li>• Breakfast funded from PP</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Knowledge of high attendance leads to high attainment (national figure)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance officer to monitor</li> <li>• Newsletter with class attendance figures.</li> </ul>	Head Chair Attendance Officer	September 2018
<b>Total budgeted cost</b>					£8312.50

Review of expenditure academic year 2016-2017				
Quality teaching for all				
Desired outcome	Chosen action and approach	Estimated impact	Lessons learned	Cost
<ol style="list-style-type: none"> <li>1) Improve attainment across the school</li> <li>2) Prepare the pupils for the KS1 and KS2 tests</li> </ol>	<ol style="list-style-type: none"> <li>1) Year 2 and Year 6 teachers took part in CPD looking at preparing for the new KS1 and KS2 tests.</li> <li>2) Support staff utilised to support pupil premium pupils including an</li> </ol>	<ol style="list-style-type: none"> <li>1) Our teaching remains at least good with majority outstanding across the school.</li> <li>2) Pupils make accelerated progress in</li> </ol>	<ol style="list-style-type: none"> <li>1) Booster lessons with a teacher rather than a TA will be organised to improve the GPS of Year 5 and Year 6 pupils.</li> <li>2) Monies will now need to be</li> </ol>	£5 000



	<p>experienced TA with EAL and SEND.</p> <p>3) Formal and informal feedback, peer coaching (NQT) and mentoring across the school.</p>	<p>almost all classes and at least expected progress in all classes.</p> <p>3) Support staff provided a key role in supporting the class teachers to achieve their aspirational and expected targets.</p> <p>4) Termly book scrutinies showed that feedback was being used effectively across the school.</p>	<p>allocated for continued professional development, especially in areas relating to provision for EAL and SEND pupils eligible for pupil premium and More Able pupils eligible for pupil premium.</p>	
<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action and approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>1) Prepare the pupils for the KS1 and KS2 tests</p>	<p>1) Years 1, 2, 3, 4, 5 and 6 pupils start at 8:40am</p> <p>2) Intervention groups for Maths Year 6 led by a teacher</p>	<p>1) Pupil premium pupils achieve at least in line with national in reading, writing and maths</p>	<p>1) Look at quality of intervention teaching and focus on individual needs.</p> <p>2) More thorough assessment of</p>	<p><b>£3000</b></p>



	<p>3) 1:1 reading intervention for children falling behind in Years 3, 4, 5 and 6</p> <p>4) Pre-teaching and pre-assessment for KS2 pupils.</p>		<p>gaps in children's learning so these gaps can be filled by QFT and intervention.</p>	
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**General expenditure from Pupil Premium:**

- Trips (subsidised for PP children) £1087
- Uniform £500
- Professional fees (Maths tuition, support from LLA with SEND) £6500
- Individual support (as required) £1000