



## Pupil Premium Strategy – 2018-19

### What is Pupil Premium Funding (PPF)?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The Department of Education issue the Pupil Premium allocation to schools for each child registered as eligible for free school meals at any point in the last 6 years, adopted children, fostered children, children of parents serving in the armed forces and children who have been in local authority care for 1 day or more.

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and other children by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

### What PPF has been allocated to St Mary's?

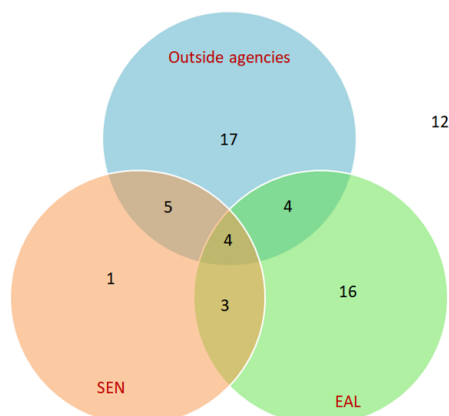
- 2014-15.....£63,700 (final)
- 2015-16.....£84,880 (final)
- 2016-17.....£86,960 (final)
- 2017-18.....£92,240 (final)
- 2018-19.....£101,300 (projected)

### Main barriers to educational achievement faced by eligible pupils at school

Many of our pupils entitled to FSM (and a high proportion of those who are not) often face multiple and complex vulnerabilities which present a barrier to good achievement - especially given that many of our pupils enter school with skills below those expected for their age.

Some barriers include:

- Multiple barriers to learning



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This Venn diagram shows the relationship between disadvantaged pupils, SEN, EAL and children with outside agency involvement.

- Lack of aspirations
- Limited life experiences
- Attendance and punctuality issues
- Complicated home lives with external agency involvement
- Language issues
- Behaviour issues

## 2018-19 Funding Breakdown

St Mary's aim to deploy our pupil premium funds to eradicate these barriers over time and accelerate pupil progress, effectively narrowing the achievement gap between disadvantaged pupils and non FSM/CLA pupils.

Additional TA individual support (One to One or Close Support) in classrooms	£58809
Miscellaneous items (including Forest School initiatives)	£9201
Funding specific to support one Y6 child (PP) with no statement	£9000
Nurture and Safeguarding Officer Provision	£6400
Subsidising of Residential and other educational experiences	£3800
Whole School ethos and dedication to attainment and high quality teaching for all	£2000
Breakfast Club – specifically for disadvantaged pupils (Free)	£1880
Assessment and tracking	£1500
EEF Research Participation – OneBillion Maths Project	£1300
Aspiration trips to Universities	£1050
Writing Project with other LA school – to support Greater Depth writers	£1000
Disadvantaged Pupils Ambassador	£950
Staff training designed to support disadvantaged pupils	£900
Behavioural Support	£850
Vulnerable Group Meetings	£840
SENCO TLR2 time focussing on Disadvantaged Pupils	£680
Training for Support Staff to deliver interventions (Maths & Literacy)	£600
Intervention TLR3 time focussing on Disadvantaged Pupils	£540
<b>Total:</b>	<b>£101,300.00</b>

## How will this funding been used?

Our strategies will include the seven most effective ways to support raising disadvantaged pupil achievement, as identified by the DfE and NFER.

The process this year will be robust and rigorous with adaptations to strategies made as and when identified in order to ensure all pupil premium children are provided with the opportunities to narrow the gap.



## What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Strategy	Outcomes and Success Criteria	Owner	Milestones	Cost per pupil (average)	Total Cost
1. Whole school ethos of attainment for all.	<ul style="list-style-type: none"> <li>• Whole school on-going training on safeguarding/child protection</li> <li>• Support Staff training on awareness of all disadvantaged pupils</li> <li>• Aspirational visit to the University of Huddersfield and Trinity &amp; All Saints University</li> <li>• Greater parental involvement sessions run across school – paying specific attention to engaging with disadvantaged children and their families. Personal invitations sent to target groups</li> <li>• Greater Depth writing project with a cluster partner school – involving Local Authority moderators and literacy LLE</li> </ul>	HT	<ul style="list-style-type: none"> <li>• Safeguarding training booked for Sept 2018 – for all staff.</li> <li>• Teachers to review support staff training on awareness of disadvantaged pupils Sept 2018.</li> <li>• Collect data of how many children would like to attend university pre and post visit.</li> <li>• Monitor the impact of the project on individuals writing. Analyse SAT scores and review writing with LA Moderator (in-house) to measure impact.</li> <li>• Collect and analyse attendance data and feedback from parents attending sessions – is this impacting on children's school life?</li> </ul>	£213.72	£13,251
2. Addressing behaviour and attendance.	<ul style="list-style-type: none"> <li>• CPOMS tracking</li> <li>• Breakfast Blast-off growing in attendance and consistency</li> <li>• Most improved attendance award on-going</li> <li>• New, exciting afterschool opportunities to enthuse children about attending school (free for disadvantaged children). This includes holiday clubs.</li> <li>• Nurture and Safeguarding Officer provision</li> </ul>	HT DHT Dis. Pupil Coordinator	<ul style="list-style-type: none"> <li>• Areas of concern to be raised in Staff Monday Lunchtime Briefing for fast and effective intervention</li> <li>• Review of the impact of Breakfast Blast-off scheduled March 2019.</li> <li>• Monthly awards to be allocated for most improved attendance.</li> <li>• Monitoring the attendance of afterschool / holiday club</li> </ul>	£133.54	£8,280

			<ul style="list-style-type: none"> <li>provisions.</li> <li>Nurture and Safeguarding Officer keeps records of interactions with children</li> </ul>		
3. High quality teaching for all.	<ul style="list-style-type: none"> <li>Coaching maintained and all teachers placed in triads to improve classroom practice</li> <li>Smaller class sizes in Foundation, Year 5 and Year 6</li> <li>Effective performance management, observations and drop ins</li> <li>Barriers to learning for all disadvantaged pupils identified, discussed and documented</li> <li>Review of progress made and attainment of disadvantaged pupils at each data drop</li> </ul>	HT	<ul style="list-style-type: none"> <li>Internal review scheduled for Jan 2019 to discuss the effectiveness of the first annual round of coaching classroom observations and discuss what teachers have learnt.</li> <li>Performance Management observations – Sept-Nov 2019.</li> <li>Barriers to learning identified for all disadvantaged pupils – Sept 2019.</li> <li>Review of disadvantaged pupil data scheduled – Jan 2019, May 2019, July 2019 – plus mid-point data drops and reviews.</li> </ul>	£72.84	£5,099
4. Meeting individual learning needs.	<ul style="list-style-type: none"> <li>School trips and educational visits part/full funded for PP children</li> <li>Employment of specific support staffs on 1-1 basis for a child in Year 6</li> <li>SENCO time dedicated purely to disadvantaged children with SEN</li> <li>Vulnerable Group set up which includes SENCO, Deputy Head, Intervention Manager, Disadvantaged Coordinator and Nurture and Safeguarding Officer. This group focusses on the multiple needs of our pupils</li> <li>Staff to ensure that disadvantaged pupils are represented in wider school activities such as:</li> </ul>	DHT	<ul style="list-style-type: none"> <li>Funding for trips discussed as and when required.</li> <li>Monitor the impact of this 1-1 support regularly</li> <li>Impact of interventions assessed regularly at the end of their individual cycle</li> <li>Regular Vulnerable Group meetings and action plans</li> <li>Collect data for any extracurricular/wider</li> </ul>	£259.19	£16,070

	<p>clubs, teams, special events and award schemes</p> <ul style="list-style-type: none"> <li>• Team teach training and on-going support</li> <li>• Twilight training for all staff relating to specific issues affecting our disadvantaged pupils</li> </ul>		<p>school life initiatives to ensure representation – this will be circulated in-house</p> <ul style="list-style-type: none"> <li>• Peer support with team teach – including debrief in the event of this strategy being used</li> </ul>		
5. Deploying staff effectively.	<ul style="list-style-type: none"> <li>• Support Staff assigned to individual classes for improved communication and knowledge of the children</li> <li>• Support Staff training on delivering interventions</li> <li>• Class Teacher and Support responsible for the delivery of all interventions</li> </ul>	HT DHT	<ul style="list-style-type: none"> <li>• On-going support staff meetings and training opportunities</li> <li>• Reviews of each intervention will take place shortly after each program</li> <li>• Support Staff performance management to be introduced</li> </ul>	£958.21	£59,409
6. Data driven and responding to evidence.	<ul style="list-style-type: none"> <li>• Pupil Attitudinal Surveys completed by pupils at multiple points throughout the year</li> <li>• Monitoring of all school-wide interventions</li> <li>• Booster sessions for Year 6 SATs</li> <li>• SPTO tracking system – licence renewed</li> <li>• Intervention Manager TLR3 assigned with a focus on implementing and monitoring effective interventions</li> <li>• St Mary's taking part in (and looking to become further involved with) EEF Research Projects focussing on closing the gap between disadvantages pupils and other peers</li> </ul>	DHT / Dis. Pupil Coordinator	<ul style="list-style-type: none"> <li>• Data from Pupil Voice surveys was analysed and acted upon</li> <li>• Reviews of each intervention will take place shortly after each program</li> <li>• Booster groups in Reading, Maths and Spellings - Dec-May 2019</li> <li>• Teacher to use SPTO for tracking pupil progress and interventions</li> <li>• Half termly reviews of intervention folder for each class</li> <li>• Analyse the report from Oxford University relating to the EEF research project –</li> </ul>	£53.87	£3,340

*These items are difficult to accurately cost per child as they involve day to day tasks performed by staff members. These costs are above and beyond the Pupil Premium Funding but still have an impact on disadvantaged pupils as this group of children are a separate focus.*

			should this be widened to positively affect all pupils?		
7. Clear, responsive leadership.	<ul style="list-style-type: none"> <li>All subject coordinators track the progress of PP children</li> <li>Ensure pupils make accelerated progress towards ARE and an increased number of PP children reaching/exceeding the expected standard</li> <li>Assistant Head and KS2 Leader responsible for coordinating support for disadvantaged pupils</li> <li>Pupil Premium Governor reassigned</li> </ul>	HT	<ul style="list-style-type: none"> <li>Subject coordinator reviews</li> <li>Assistant Head Performance Management</li> <li>Disadvantaged Pupils represented and discussed t governor meetings</li> </ul>	£15.32	£950
<b>Total: £93,560.00</b>					

*It is important to note that not all of the items listed above can be valued financially as the tasks fall within the day-to-day operations of our professional team. This makes the micro-management of costing extremely difficult.*

### **When will this Pupil Premium Strategy be reviewed?**

The Pupil Premium Strategy will be next reviewed in July 2019.