

Pupil Premium Strategy Statement

2018-19

Summary of information for Pupil Premium at St Mary's CE Primary School including; Barriers to future attainment and outcomes , success criteria and current spend for November 2018 and overall spending of Pupil Premium 2018-19. Includes pie charts and bar graphs. At the end of the document it includes outcomes for pupils: evaluation and supporting evidence.



Pupil Premium Strategy Statement 2018-19

1. Summary information: St Mary's CE Primary School		
Academic Year: 2018/19	Total Pupil Premium Budget: £367,948.30	Date of most recent Pupil Premium Review: Dec 2018 and March 2019 Headteacher, Jenny McGarry is a Pupil Premium reviewer. Reviews are on-going through pupil progress meetings and SLT discussions.
Total number of pupils: 452	Number of Pupils eligible for Pupil Premium: 270 LAC children entitled to Pupil Premium: 2	Date for next Strategy Review: July 2019 during pupil progress reviews

2. External Challenges

Unemployment, poverty and low income

Parental well-being and vulnerability

Parental literacy in English

High % early acquisition EAL children

High % of Ever 6 FSM children

High levels of SEMH need for children across all key phases

High level of families with SEMH challenges

3. Barriers to Future Attainment

High percentage of EAL children at early stages of language acquisition in EYFS and KS1 and poor spoken English in English speaking children

- Literacy levels in some additional home languages and English are low including speaking
- Interaction and communication is not, widely, to a standard to impact positively on outcomes
- Underdeveloped culture of reading/writing at length, at home in English for almost all pupils
- Surveys show in depth communication through home culture is not strong – stories/poems/rhymes etc
- Attachment and trauma impacts learning behaviours

Social and economic factors-including life experiences and deprivation

- Domestic violence
- Debt
- Housing and eviction
- Poor incomes or benefits
- Increased use of food banks
- Shifting family dynamics

SEMH support to create the best conditions for learning

- Impact on child well being from above
- Behaviour challenges
- Attachment and trauma
- Full play therapy list

Children accessing digital equipment and high quality resources to be effective learners.

- Digital gap is increasing between our children and their more affluent peers
- Use of high quality equipment or apps is limited
- Supervision is not secure and parental control is often not consistent
- Not all families have access to broadband

3. Outcomes	What will success look like?
<p>A. High percentage of EAL and English speaking children at early stages of language acquisition in EYFS</p> <p>Inconsistent access to cultural and positive life experiences</p> <p>Very low baselines on entry</p>	<p>Parents engaged in supporting pupils.</p> <p>High levels of engagement in “Tapestry” online with parental participation.</p> <p>Children accessing life experiences: trips, visits, visitors- with parents sustaining this out of school.</p> <p>(2016) 70+% achieving GLD: to push through past 70%</p> <p>July 17- 80%</p> <p>July 18 - 84%</p>

Outcomes	What will success look like?
<p>B. Social and economic factors-including life experiences</p>	<p>All children accessing quality school trips and experiences and after school provision.</p>

C. Learning and achievement -CPD and Boosters	100% of all pupils make expected or better progress (as defined by school) in both stages in reading, writing and maths.
D. SEMH needs (emotional health)	Pupils make expected progress or better (as defined by school) from their starting points on entry in reading, writing and mathematics

3. Outcomes	What will success look like?
E. Children having the necessary equipment to be effective learners.	All children accessing a broad and balanced curriculum

4. Termly Review		
December 2018 x	March 2019 x	July 2019

5. Attainment of Year 6 pupils

Headline Measure	Pupil Premium Pupils at St Mary's:	
% achieving national standard in reading, writing & maths	<p>2016 -above national 2017 -above national 2018 – above national</p> <p>In 2018 The % of pupils achieving the EXS (expected standard) in Reading, Writing and Maths combined is 73%. This is considerably above the NA (64%) 2018. The % of pupils achieving the expected standard in Reading was 84%, in Writing 76%, in Maths 87%, and in GPS 80%. Outcomes are above the NA 2018 in all subjects. Girls outcomes at 75% for RWM combined are above the NA (65%) for All pupils. Boys at 70% for RWM combined are also above the NA 2018 for All pupils. Disadvantaged pupil outcomes at 68% and EAL pupils at 73% for RWM combined are above the NA 2018 for ALL pupils. The percentage of pupils achieving the higher standard is 18% in Reading, 20% in Writing, 24% in Maths and 36% in GPS. Outcomes are in line or above the NA in Writing, Maths and GPS. Pupils ASS(average scaled score) in Reading at 105.0 is in line with national average of 105.0 (2018). Pupils ASS in Maths at 104.7 is above the national average of 104.0 (2018). Pupils GPS ASS at 105.9 is in line with the NA of 106.0 2018.</p>	
% achieving the higher standard in reading, writing and mathematics	<p>2016 0% 2017 14% 2018 – 16%</p> <p>In 2018 at KS2, data shows that our children have attained very well and progress from the end KS1 in Reading, Writing and Maths remains above national expectations. The school is above the floor standard for progress with +2.02 for Reading, +0.33 for Writing and +1.86 for Maths. The schools progress scores are above the NE.</p>	

	Disadvantaged children have also made good gains from the end KS1 with +1.72 for Reading, -0.25 for Writing and +1.81 for Maths. The schools progress scores for disadvantaged pupils are also above the NE. Overall, pupil progress and attainment results at the end of FS, KS1 & KS2, and our tracking of pupil progress in other year groups, indicate that pupil achievement and attainment remains excellent.	
pupils' progress score in reading	2016 -0.1 (average) 2017+1.3 (A) 2018 - +2.2 (AA)	
pupils' progress score in writing	2016 0.1 (average)2017- +3.3 (AA) 2018 - +0.4(A)	
pupils' progress score in mathematics	2016 1.2 (average) 2017- +3.0 (AA) 2018 - +1.86 (AA)	
pupils' average scaled score in reading	2016 -100 2017 -102.6 2018 -105	
pupils' average scaled score in mathematics	2016 -100 2017 - 105.1 2018 - 105	

Pupil Premium 2018/19 Expenditure

		£	£
Total Pupils	270	1320.00	356,400.00
Total LAC - April 2018	2	2300.00	4,600.00
Early Years (TBC)	23	302.10	6,948.30
Total			367,948.30

Salaries	Description	Current spend as at November 2018	Allocation	
Staff	Pastoral Care	£33,966.00	£50,949.00	Pastoral Lead supports vulnerable families and is part of the Early Help Team. The impact is that children are safer and attending better and parents are supported in helping school do this. Case studies as evidence of impact
Staff	Walking Bus	£3,166.00	£4,749.00	Impact is that any child who is struggling to attend can be picked up from home on one of 4 routes across the estate. Children from the most vulnerable families, or families who are trying to stay in employment, can get to work on time or can ensure the best start for their child. Children on walking bus are 100% attenders. 5th highest attendance in the city in 2015 and 10 th 2018.
Staff	Homework Club	£5,380.00	£5,380.00	The impact of Homework Club is that vulnerable children and children from low income families have the best childcare till 6 o'clock. The children learn to problem solve, work together, ICT, do homework from class. This will be phased out as funding drops for 18/19

Staff	Smarty's	£1,996.00	£2,995.00	The impact of smartys is on social and emotional development as well as life skills. Children learn to plan financially, organise trips, socialise, communicate and develop healthy lifestyles. Children grow in maturity and develop exemplary behaviour. This is a life skills intervention. It is for the most challenged children in KS2. This has improved outcomes and behaviour for all the children who take part. Reduction in potential fixed period exclusions. This is decided at Pupil Progress meetings. This will be phased out and a revised use for funding sought.
Staff	Support to Children	£31,557.00	£47,336.00	Support to Children - Play Therapist - supports children in other schools and generates income from this to offset part of his salary. The impact has been with the most challenging children many of whom have suffered domestic abuse in the home. This has ensured expected and good and outstanding progress for the children and includes work with parents. Mentor who works flexibly to support 1-1
Staff	Pip Team	£9,332.00	£13,998.00	PIP worker ensures swift early help and is key in de-escalating the issues for families facing challenges that will impact on learning.
Staff (teachers)	Booster Classes - Teachers	£3,300.00	£4,950.00	The impact of boosters is that children make expected and better progress from their starting points The Year 6 class have Maths and Writing boosters. Children have made excellent progress in all subjects and most have accelerated progress. Year 2 have had Numeracy boosters and writing boosters after school. The impact has been that results have been 5 th highest in city and 10 th highest in the city 2018

Staff (TA's)	Booster Classes Mornings	£10,646.00	£15,969.00	Morning boosters are embedded for learners who need stretch or support. This is in Year 2 and Year 6 children at 1a also had morning boosters. There are also boosters for year 4 and 5 and reception. All children in the boosters have hit the expected outcomes for their age.
Staff - SEN supply	SEN Supply	£6,666.00	£10,000.00	TA to ensure the safety of pupil and other pupils while statutory assessment is carried out
Staff - SEN Staff	SEN staff	£22,986.00	£34,479.00	TA'S support children with complex needs while awaiting statutory assessment
Staff	Summer School	£4,653.60	£4,653.00	Children do very little over the period of the summer, academically. This results in children falling behind over the 6 weeks. Children in ALL Summer schools were able to show similar and higher attainment on return to school rather than a regression which was the case before the intervention. This will continue in the new financial year as impact is clear on return to school. It will also support more vulnerable children
Staff	Easter School	£3,481.00	£3,481.00	For Year 6 to ensure they have the support they need just before SATS week. This is very popular and attracts nearly all pupils. We provide food in partnership with Trussell Trust while attending.
Staff	Breakfast Club	£9,768.00	£14,652.00	This ensures a good start to the day for all children who attend. There are lots of reasons to come to school. Impact is that attendance is close to 97%. 5th highest in the city historically and 10 th in 2018.
Total		£146,897.60	£213,591.00	

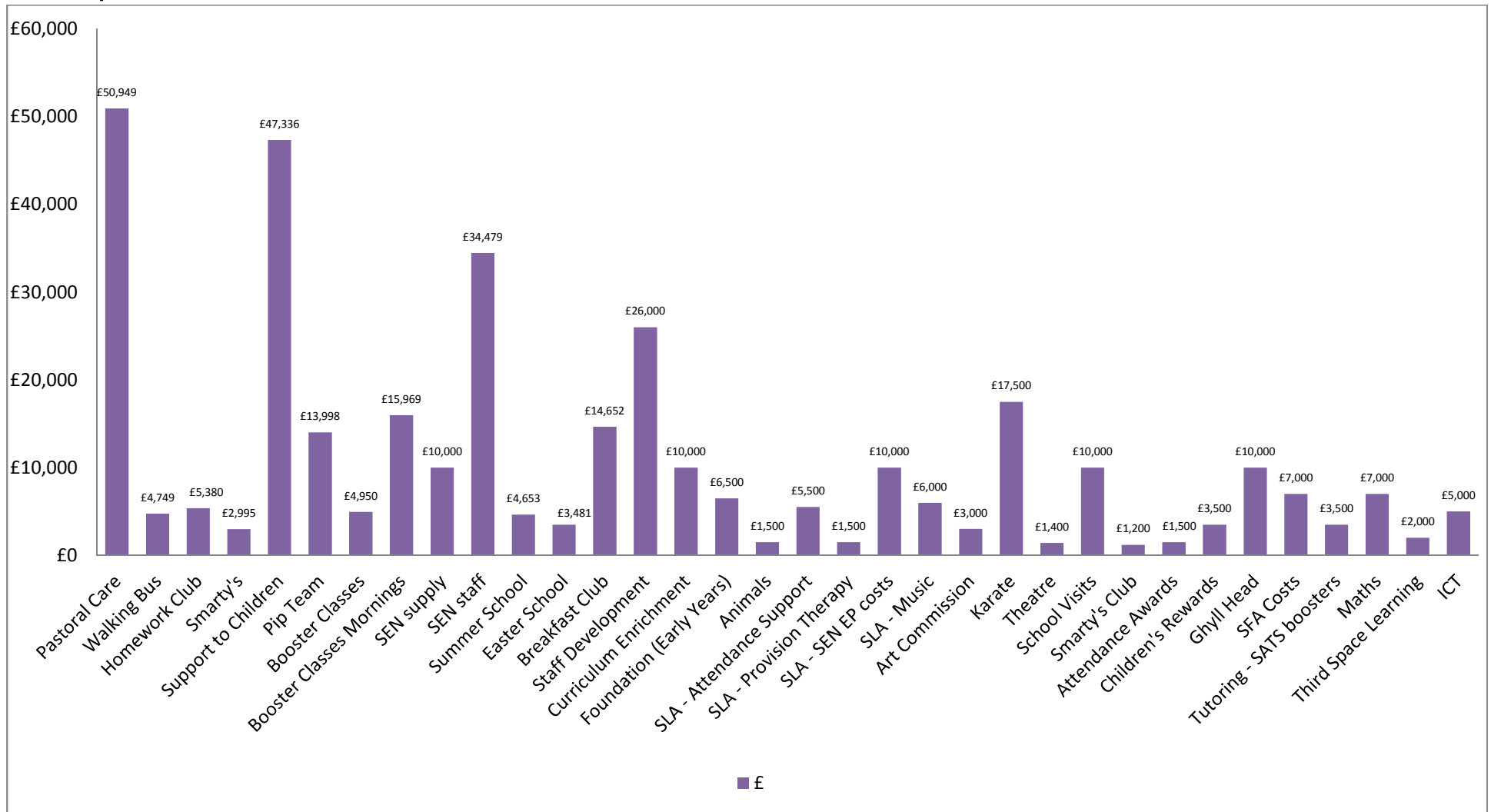
Subject	Current spend as at November 2018	Allocation	
Staff Development	£22,675.00	£26,000.00	We invest in CPD to ensure that quality first teaching continues to make the biggest impact on the attainment of pupil premium children. We have invested in subject related CPD as well as supporting SEMH training. The impact has been consistently good and outstanding teaching delivering results at or above NE
Curriculum Enrichment	£5,851.00	£10,000.00	Curriculum enrichment investment is to ensure the breadth of curriculum entitlement can be resourced to a high standard. This has included resources, visits and experiences.
Foundation (Early years)	£5,164.00	£6,500.00	Additional funding to support quality first teaching through investment in outdoor learning and booster resources. Lunchtime boosters and changes to lunchtime have increased teaching and learning time. This has impacted directly on potential outcomes for GLD for more challenged pupils.
Animals	£775.00	£1,500.00	Animals have played a fundamental role in developing empathy and caring skills as well supporting more challenging pupils with their behaviour. The impact of animals in addition to other interventions as well as whole school positive behaviour management has impacted to produce outstanding behaviour

SLA - Attendance Support	£5,500.00	£5,500.00	We can ensure that attendance is analysed regularly and advice sought. We can use our systems effectively and flexibly. We can quickly pick up issues for families or particular classes and put support in place to ensure attendance remains a high profile safeguarding issue. Attendance above average.
SLA - Provision Therapy	£1,470.00	£1,500.00	Impact is very low /no fixed period exclusions No permanent exclusions Pupil surveys evidence children are happy and enjoy school. School is calm and behaviour for learning is exemplary.
SLA - SEN provision EP costs	£9,775.00	£10,000.00	Impact is that we can quickly assess need and match provision to need. EP time is used for assessment but also for staff advice and CPD including attachment and trauma training and support for mentally healthy pilot. Impact is no permanent exclusions and SEND children are identified earlier.
SLA music	£4,401.00	£6,000.00	Part of our broad and balanced curriculum.
Art Commission	£3,000.00	£3,000.00	Part of our broad and balanced curriculum.
Karate	£14,400.00	£17,500.00	Part of our broad and balanced curriculum Developing patience, self -discipline and calming strategies and supports personal development.

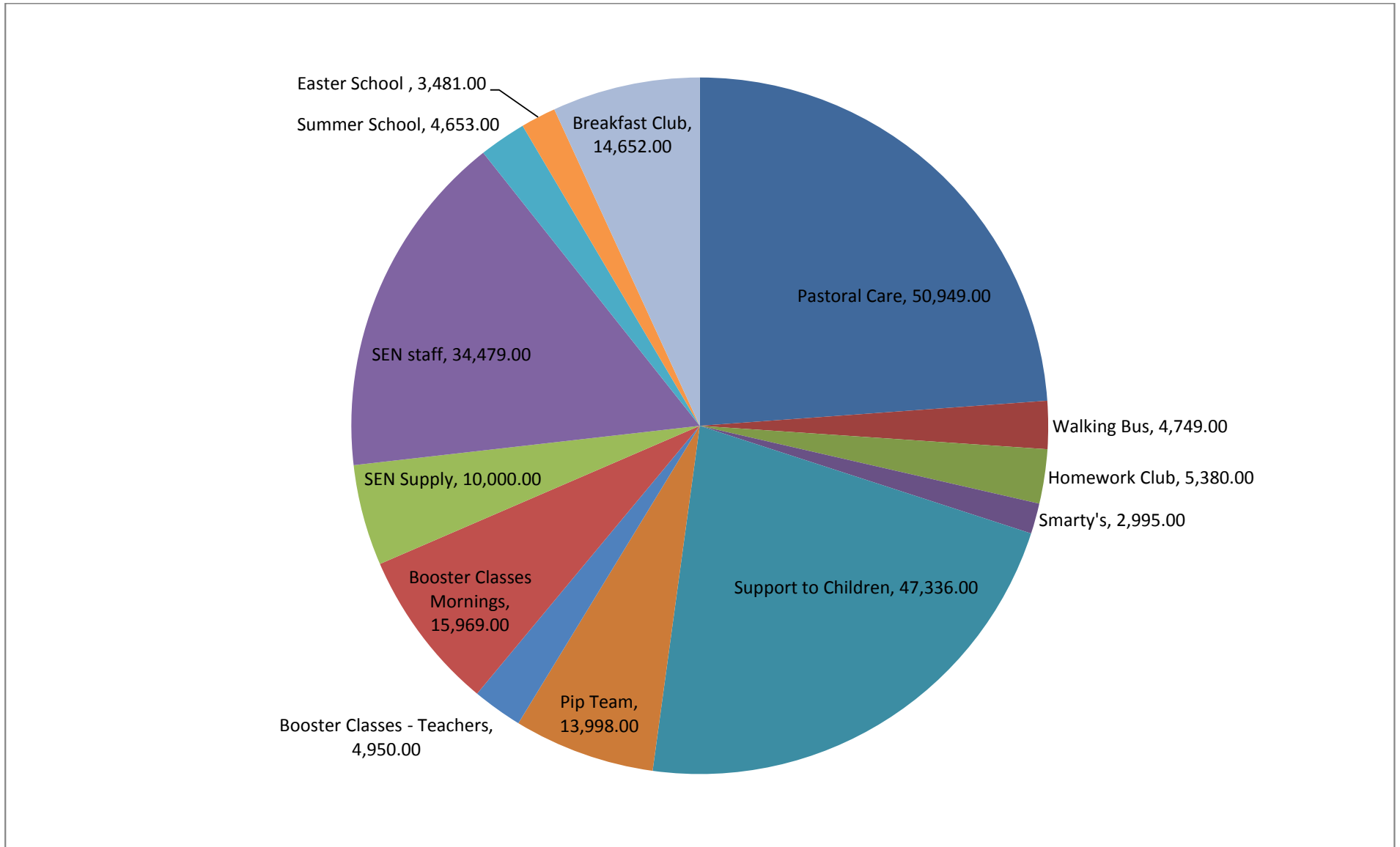
Theatre	£1,400.00	£1,400.00	Part of our broad and balanced curriculum
School Visits	£4,289.00	£10,000.00	School visits are impacting on the broad and balanced curriculum. Children are better able to communicate, use their imagination, extend their vocabulary and improve their academic achievement in writing and other subjects.
Smarty's Club	£229.00	£1,200.00	To improve team skills, problem solving, independence, resilience, life skills, enterprise skills.
Attendance Awards	£1,409.00	£1,500.00	This investment is key in delivering outstanding attendance. Children learn by earning rewards for good class and individual attendance they can put them towards trips and treats.
Children's Rewards	£784.00	£3,500.00	To ensure excellent behaviour and learning behaviour as a result this is outstanding.
Ghyll Head	£4,120.00	£10,000.00	To improve team skills, problem solving, independence, resilience, life skills, enterprise skills.

SFA Costs	£4,993.00	£7,000.00	SFA has an impact on reading across school and continues to need reinvestment in resources and training - we have invested in reading for pleasure for all the children.
Tutoring - SATS boosters	£2,846.00	£3,500.00	This will reduce as attainment is higher in the current Year 5 as they go into 6.
Maths	£6,869.00	£7,000.00	This investment is in CPD and resourcing for Mastery in Maths as part of our mastery programme. The impact has been a strong upward trend in Maths attainment across the whole of school. Key stage 1 and 2 results are outstanding. See data
Third Space Learning	£0.00	£2,000.00	We no longer use Third Space as we don't feel the impact has been as great as we would like and we have decided to reinvest into Dynamo Maths a resource which supports staff to assess need and close gaps.
ICT	£3,333.00	£5,000.00	This investment is in closing the digital gap for disadvantaged pupils. ICT is supporting pupils in the curriculum and cross - curricular work. Curriculum investment has slowed as we are well equipped in terms of hardware and software.
Total	£103,283.00	£139,600.00	
Expenditure	£250,180.60	£353,191.00	
Income	£367,948.30	£367,948.30	
Balance	£117,767.70	£14,757.30	The remaining balance was used on: Morning Boosters, increase in trips and increased play therapy and intervention.

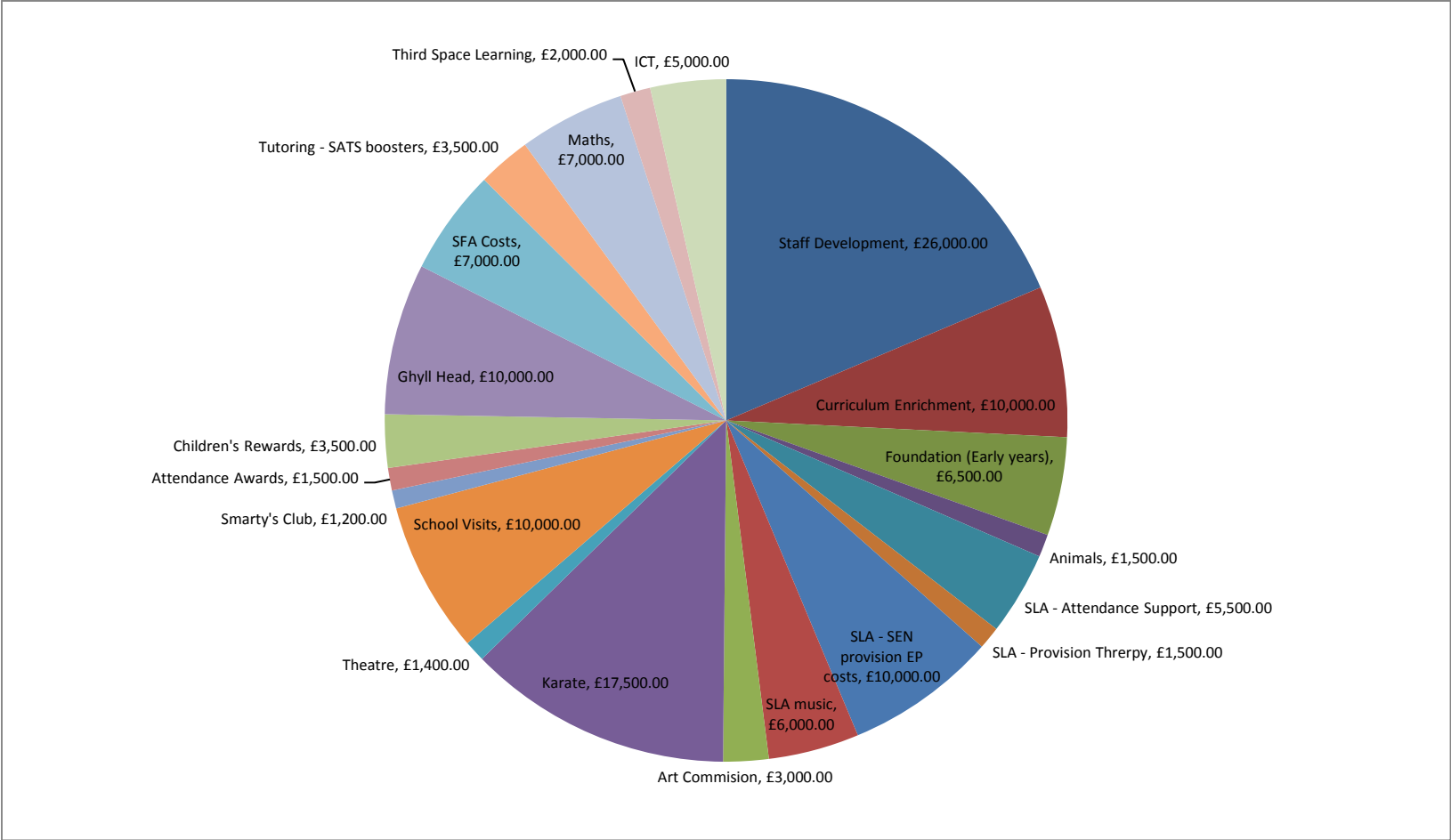
All Expenditure



Salaries and Description



Subject Areas



Outcomes for pupils: Summary statement by QA professional – comment on the robustness of the school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement. Make specific reference to whether the school has met the ‘coasting’ definition for 1 year / 2 consecutive years / 3 consecutive years

At the end of the **FS** the % of pupils achieving a ‘good level of development’ by achieving or exceeding in all prime learning goals and Literacy and Maths i.e. their Early Learning Goals, at 84% is considerably above 2017 outcomes and is above the NA (71.5%) 2018. Pupils overall made considerable progress from a low baseline on entry, particularly in Literacy, Maths and Knowledge & Understanding of the world where pupils outcomes have all improved on last year.

At KS1 The % of pupils achieving RWM combined is above the NA. 67% of this cohort achieved a GLD outcome in 2016 (NA 69%). RWM outcomes are 10% above the NA. Outcomes indicate pupil progress end of FS- KS1 has accelerated.

At KS2, data shows that children have attained very well and progress from the end KS1 in Reading, Writing and Maths remains above national expectations. The school is above the floor standard for progress with +2.02 for Reading, +0.33 for Writing and +1.86 for Maths. The schools progress scores are above the NE. Disadvantaged children have also made good gains from the end KS1 with +1.72 for Reading, - 0.25 for Writing and +1.81 for Maths. The schools progress scores for disadvantaged pupils are also above the NE.

Overall, pupil progress and attainment results at the end of FS, KS1 & KS2, and the schools tracking of pupil progress in other year groups, indicate that pupil achievement and attainment remains very well led and managed by school Leaders. There is no evidence of coasting against the DfEs overall criteria.