



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

The government has provided additional funding to schools to support young people from disadvantaged groups. All schools receive an allocation of funding based upon the proportion of students meeting the criteria set by the government. This funding is known as Pupil Premium (PP) money and eligibility is dependent upon the number of students who:

- are Looked After Children
- are children who have been adopted from care
- are currently able to claim FSM
- have claimed FSM in the last 6 years.

It is for schools to decide how the Pupil Premium allocation should be spent since they are best placed to assess what additional provision should be made for the individual learners within their responsibility. The aim of this additional funding is to diminish differences in progress and attainment between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child but is to be used for overall impact.

1. Summary information					
School	St. Mary's RC Primary School				
Academic Year	2018/19	Total PP budget	£121,400	Date of most recent PP review	July 2018
Total	204	Number of pupils eligible for PP	66	Date for next internal review of this strategy	July 2019
2. Current attainment					
	KS1 Pupils eligible for PP (St. Mary's)	KS1 Pupils not eligible for PP (national average)	KS2 Pupils eligible for PP (St. Mary's)	KS2 Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths	-	-	71	70	
% achieving in reading	70	79	71	80	
% achieving in writing	50	74	71	83	
% achieving in maths	60	80	82	81	
% achieving in GPS	-	-	71	82	
% achieving in science	84	86	76	86	
% achieving in phonics	85	85	-	-	



<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In- school barriers</b>		
<b>A.</b>	Oral language skills in EYFS/ KS1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in KS2.	
<b>B.</b>	Several pupils have special educational needs that impact on learning and progress.	
<b>C.</b>	Most pupils begin their journey at St Mary's below the national expectations of nursery age children.	
<b>D.</b>	The current school systems have now been in place for over 3 years and reading has been a priority. Parental engagement is lower than we would hope for, and this has slowed progress in reading across the school.	
<b>External barriers to future attainment</b>		
<b>E.</b>	For some pupil's attendance and punctuality is below our expectations and they miss out on important learning too regularly.	
<b>F.</b>	For some pupils, their complex family circumstances can also be considered a barrier.	
<b>4. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Continue to improve oral language skills for pupils eligible for PP in EYFS /KS1.	Pupils eligible for PP in EYFS/ KS1 make rapid progress by the end of the stage so that all pupils eligible for PP meet age related expectations in reading. This is evidenced using the Action Picture Test: The Renfrew Language Scale.
<b>B.</b>	Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement.	Pupils eligible for PP and have a SENd make as much progress as 'other' pupils.
<b>C.</b>	High levels of progress in prime and specific areas for EYFS learners eligible for PP.	Progress in prime and specific areas for EYFS learners eligible for PP is in line with 'other' pupils.
<b>D.</b>	High levels of progress in Reading for disadvantaged learners including more able disadvantaged pupils.	Learners eligible for PP in make accelerated progress in reading. This will be evidenced using reading age assessments and internal assessments.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95.4% to 96.8% in line with 'other' pupils.
<b>F.</b>	Strengthen engagement of PP pupils with a focus on support for parents and hard to reach families.	Families are engaged and support their child's learning. Progress in line or better than the 'other' group.



5. Planned expenditure					
Academic year		2018/2019			
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 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?
<p>A. Improved oral language skills in EYFS/ KS1.</p> <p>C. High levels of progress in prime and specific areas for EYFS learners eligible for PP.</p>	<p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception.</p> <p>A wider range of home reading books to be purchased, including non-fiction books.</p> <p>New reading book display furniture in the reception classroom to be purchased to encourage young readers.</p> <p>Continue to pay for 2 build a profile software to engage parents and track information.</p>	<p>We invested some of the PP last year in longer-term change which will help all pupils.</p> <p>Ofsted Pupil premium project (NE&amp;H). Sharing good practice-removing external barriers to learning for children.</p> <p>Education endowment foundation.</p> <p>Interventions for EYFS.</p> <p>Sutton trust- PP the next steps.</p>	<p>interventions selected using evidence of effectiveness.</p> <p>INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the training, to embed learning (no assessment).</p> <p>Lessons from training embedded in school feedback policy.</p> <p>Reviews of schemes of learning; book scrutinies and pupil voice feedback.</p> <p>Pupil involvement in extra-curricular sessions.</p>	<p>Deputy Head / English lead and EYFS lead</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings</p> <p>Nov 2018</p> <p>Feb 2019</p> <p>July 2019</p>



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?
<p>B. Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement.</p>	<p>Inclusion HLTA to support pupils 1:1. TA to give 30mins 1:1 support perweek.</p> <p>External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress.</p> <p>Parental involvement with targets.</p> <p>Reading Plus</p>	<p>Evidence gathered during the SENCo's study of the National Award of Special Educational Needs.</p> <p>Local Authority training delivered to SENCO and HLTA SEN support.</p>	<p>Pupil voice</p> <p>Individual learning plans</p> <p>Maths' support given- results from the Sandwell test.</p> <p>Reading support given- results from the Salford reading test plus Edinburgh reading test for more able SEN pupils.</p> <p>Progress through the times tables Olympics.</p> <p>External agencies offer support and targets given and reached.</p> <p>Parental voice.</p> <p>Monitoring data.</p> <p>Outcomes for disadvantaged pupils will be raised through regular targeted Interventions and Booster Sessions.</p>	<p>Deputy head / SENCo</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings</p> <p>Nov 2018</p> <p>Feb 2019</p> <p>July 2019</p>



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?
<p>D. High levels of progress in reading and mathematics for disadvantaged learners including the most able disadvantaged</p>	<p>Whole School maths Strategy.</p> <p>Every child a counter package. Reading Plus</p> <p>Reasoning lessons incorporated into the maths' curriculum.</p> <p>A wider range of home reading books to be purchased, including non-fiction books.</p> <p>New reading book display furniture purchased to encourage young readers.</p>	<p>Embedding maths into lessons and making it an engaging and motivational task was found to be the most successful in studies of numeracy strategy.</p> <p>Every Child Counts; an independent study.</p> <p>Sutton trust- PP the next steps.</p>	<p>Implementation of maths tasks in registration as well as across lessons in, specifically dedicated to the basics needed to thrive in the workplace.</p> <p>Use of Sandwell maths' and Salford age tests to ensure the right pupils are targeted on entry and the staff are aware of students who are weaker numerically.</p> <p>Outcomes for disadvantaged pupils will be raised through regular targeted Interventions and Booster Sessions.</p>	<p>Maths' lead/ English lead</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings Nov 2018 Feb 2019 July 2019</p>
<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>HLTA appointed to monitor and improve attendance then feedback to Governor Board meetings.</p> <p>Strategies will be put in place to impact and improve attendance where necessary: Home visits, external support agencies, and pupil and student services.</p>	<p>Sutton trust- PP the next steps.</p>	<p>Weekly and half-termly attendance figures analysed.</p> <p>There should be no persistent absentees in this group.</p>	<p>Head teacher</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings Nov 2018 Feb 2019 July 2019</p>



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?
<p>F. Strengthen engagement of PP pupils with a focus on support for parents and hard to reach families.</p>	<p>Family learning activities. Financially support pupils where needed. Targeted Theraplay sessions for targeted families and a wider group session where disadvantaged pupils have attention/ attachment concerns.</p>	<p>Sutton trust- PP the next steps. Ofsted Pupil premium project (NE&amp;H). Sharing good practice- removing external barriers to learning for children. EEF toolkit: Social and emotional learning interventions.</p>	<p>Parental voice Pupil voice Contact with 100% of families.</p>	<p>Head teacher</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings Nov 2018 Feb 2019 July 2019</p>
<b>Total budgeted cost</b>					<b>40000</b>



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
<p>D. High levels of progress in reading and mathematics for disadvantaged learners including the most able disadvantaged</p> <p>B. Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement</p>	<p>HLTA supporting able and more able pupils during booster sessions.</p> <p>Interventions- power of 1 and 2 boosters before school and during a lunch time.</p> <p>Times table Olympic challenge for pupils during a lunch time.</p> <p>Social interventions: Lego build yoga and circle time.</p> <p>Reading Plus</p> <p>Cog med memory package GL assessments- dyslexia and dyscalculia screening</p>	<p>We want to offer high quality teaching to these pupils to increase progress. This member of staff will offer high level of pedagogical and subject knowledge as well as an excellent understanding in formative assessment</p> <p>Educational psychologist recommendations</p>	<p>Liaise with key stage leaders to ensure that the children are receiving targeted intervention.</p> <p>Pupil voice.</p> <p>Data tracking</p>	<p>Maths lead Deputy head/ English lead</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings Nov 2018 Feb 2019 July 2019</p>



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 this?
<p>A. Improved oral language skills in EYFS/ KS1.</p> <p>C. High levels of progress in prime and specific areas for EYFS learners eligible for PP.</p>	<p>Early intervention in EYFS through use speech and language therapist and HLTA to provide smaller adult to pupil ratios and provide Interventions- BLAST, BOO baskets.</p>	<p>We want to invest some of the PP in longer term Change which will help all pupils.</p> <p>Ofsted Pupil premium project (NE&amp;H). Sharing good practice- removing external barriers to learning for children.</p> <p>Education endowment foundation. Interventions for EYFS.</p> <p>Sutton trust- PP the next steps.</p>	<p>Interventions selected using evidence of effectiveness.</p> <p>Data will have improved</p> <p>Measured using Action Picture test: The Renfrew language scale.</p>	<p>EYFS lead</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings</p> <p>Nov 2018 Feb 2019 July 2019</p>
<p>D. Strengthen engagement of PP pupils with a focus on support for parents and hard to reach families.</p>	<p>Regular meetings with families and support offered where necessary.</p> <p>Financial support where necessary</p>	<p>Children shouldn't miss out of educational visits through lack of funds.</p>	<p>Pupil voice</p> <p>Parent voice</p> <p>Parental engagement</p>	<p>Head teacher</p>	<p>Review reports taken to all calendared Governors' Academic Standards meetings</p> <p>Nov 2018 Feb 2019 July 2019</p>
<b>Total budgeted cost</b>					<b>30000</b>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
D. High levels of progress in reading and mathematics for disadvantaged learners including the most able disadvantaged	<p>Use of ICT suite or quiet area to complete homework during the school lunch time.</p> <p>Older children listening to younger children reading</p> <p>Additional school dictionaries and thesaurus purchased to allow vocabulary to be extended which will support reading</p> <p>Reading Plus</p>	<p>Children are unable to complete ICT based homework outside of school.</p> <p>Lack of understanding of technical vocabulary</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the work</p>	English/ maths lead	<p>Review reports taken to all calendared Governors' Academic Standards meetings</p> <p>Nov 2018</p> <p>Feb 2019</p> <p>July 2019</p>
<b>Total budgeted cost</b>					<b>10000</b>



## 6. Additional details

The school uses this money to support systems and processes which ensure the continued progress and academic achievement for our pupils. The school offers a range of programmes, projects and initiatives which support the engagement and involvement of disadvantaged students. Specific examples of such expenditure, which may or may not have already been referred to in the sections above, include:

- Out of hours classes
- The funding of intervention officers to support vulnerable students identified as underachieving
- Music lessons and the funding or part funding of trips and visits to prevent social exclusion
- Provision of uniform
- Equipment
- Study guides
- PE kit funding
- Funding of materials in technology to facilitate inclusion
- Funding of breakfast club to ensure a nutritious start for vulnerable children
- Revision programmes and study skills to maximise achievement and behaviour
- Pastoral support to help young people cope with the social requirements of school.
- Investment in literacy support to focus on the reading skills of the Pupil Premium group
- Investment in professional counselling to be made available to this group
- To further broaden our extra-curricular offer to better engage this group in school life
- To part fund the employment of a member of staff – employed as an inclusion support with specific focus on disadvantaged students. This post involved researching and creating resources that focused on techniques recognised to be highly successful in raising the achievement of disadvantaged students – such as collaborative learning and meta-cognition strategies.
- To fund a range of visits across all year groups intended to raise aspirations
- To part fund team building activities in Year 5 and 6
- The provision of additional reward schemes for targeted students
- To part fund the school rewards systems to encourage and motivate disadvantaged students, specifically to ensure good attendance. Students to have specific targets such as maintaining an attendance of 96% in line with the national average for non-disadvantaged students, attending out of hours sessions and attending lunchtime catch up sessions
- To part fund the school rewards systems to encourage and motivate disadvantaged students to complete homework
- To fund the employment of a designated member of staff who will actively target disadvantaged students with attendance below the national average and disadvantaged students who need support to complete homework. This member of staff will drive the schools aim that disadvantaged students' attendance matches that of the non-disadvantaged group in school and nationally

**Pupil Premium funding for the coming year will be used in part to support and continue the successful initiatives and interventions outlined above.**

**Total budgeted cost | 41,440**