**Pupil premium strategy statement – St Mary’s CEVC Primary School**

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| 1. **Summary information**
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| **School** | St Mary’s CEVC Primary School |
| **Academic Year** | 2016-17 | **Total PP budget** | £20, 560.00. | **Date of most recent PP Review** | January 2017 |
| **Total number of pupils** | 119 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | April 2017 |

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| 1. **Current attainment (2016 results)**
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|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | 50% | 53% |
| **% making progress in reading**  | 50% | 66% |
| **% making progress in writing**  | 50% | 74% |
| **% making progress in maths**  | 50% | 70% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Oral language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
|  | Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap. |
| **C.** | For the most part, pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | A few pupils eligible for pupil premium have suffered recurring illness this year which has caused them to miss some sessions. Illness has been an issue for the whole school.  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improved oral language skills for pupils eligible for pupil premium in specific year groups | Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE. Parents working with the school increasingly to support their children.  | Pupils eligible for PP make as much progress from their prior starting points in Reading, Writing and Maths. Measured by end of year assessments and successful moderation practices within school.  |
|  | Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having Special Educational Needs so that they continue to make good progress from their starting points. | Provision for pupils with SEN is well targeted in order that those children make good progress from their starting points.  |
|  | Increased attendance rates for those pupils eligible for PP | Increase overall PP attendance in line with 96%.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2016-17** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| **Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE** | Staff to continue to target children eligible for PP with well chosen intervention programmes. Staff to undertake action research on provision that works well in other schools. Staff to undertake lesson study within school to pinpoint areas of difficulty that children may have in their learning. | Some children (not those with SEN) are falling behind their peers by approximately a term. We want to train a middle leader in practices to provide stretch and encouragement for these pupils to help them diminish the difference. | Ensure school visits have been organised Booster lessons/activities are taking placeEvidence of progress at end of year against peers | Head | Summer 2017 |
| **Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE** | Three members of staff to participate in a middle leaders programme.  | We want to train more staff in developing their middle leadership roles. This will grow our capacity as a school to make more rapid progress by all senior staff having similar understanding of developing performance in their subjects and those different groups of children within it.  | Use INSET days for staff to meet with Wimborne Teaching School lead.Give time for lesson study.Staff members share their research with the rest of team, cascading their learning.  | Head | Summer 2017 |
| **Total budgeted cost** | £4000 |
| 1. **Targeted support**
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| **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?** |
| 1. **Improved oral language skills in specific year groups**
 | 1 to 1 and small group sessions led by Teaching Assistant. (child 1 15 mins per day; child 2 half an hour every day; child 3 15mins daily.)‘Sentence building’ for Early Years programmeTRUGSAuditory processingVisual perceptionRegular reading practise with a Teaching Assistant  | We want to invest staff time to bring about longer term change for pupils. Improved oracy leads to improved writing and better engagement in lessons. This will help more than PP pupils. | Speech therapy reportsObservation of programmes being implemented and successful completion by pupils. Organise timetable so that staff delivering have sufficient preparation and delivery time.  | Teaching Assistant | Easter 2017 |
| **Total budgeted cost** | £1900 |
| 1. **Other approaches**
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| **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?** |
| 1. **Engage harder to reach parents**
 | EYFS/class learning afternoonsInformation meetingsOne to one meetings | It is well documented that children who are supported with their learning from a young age at home, make better progress than those children who are not. Speak to Parent Support Advisor within the pyramid to find out more about engaging parents and what works well.  | Discussion with staff about the importance of good communication with parents of children eligible for PP. | Head | July 2017 |
| 1. **Increased attendance rates**
 | Continue to monitor rates of attendance as per attendance policyIf no improvement, meet with parents to discuss barrier to attendance | We can’t ensure progress is maintained if children are not in school. However we are satisfied that attendance will improve during this term.  | Through regular communication with parents, and implementation of our attendance policy/procedures, we are confident that the attendance percentage for children eligible for PP will rise.  | Head | Easter 2017 |
| 1. **Retain additional Teaching Assistant in KS1**
 | We have chosen to retain an additional Teaching Assistant in school to allow more provision for 1-1 and small group work. | There is a wealth of need in our school and without the personnel, it would be very difficult to deliver the provision the children have an entitlement to.  | Timetable Teaching Assistant to deliver additional learning reinforcement for children eligible for PP in KS2 particularly.  | Head | Easter 2017 |
| **Total budgeted cost** | £12,000 |
| **Miscellaneous**  |  |
| Every child is entitled to St Mary’s Pupil Premium Guarantee which affords them £100 per annum to support access to private clubs, additional learning resources, uniform, trips, etc  | £1100 |
| Any unspent funds are held to purchase additional resources for learning throughout the year.  | £1560 |