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

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| 1. **Summary information** | | | | | |
| **School** | St Mary’s CE Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £20, 004 | **Date of most recent PP Review** | December 2018 |
| **Total number of pupils** | 115 | **Number of pupils eligible for PP** | 12 | **Date for next internal review of this strategy** | April 2019 |

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| 1. **Current attainment (2018 results)** | | |
|  | *Pupils eligible for PP (our school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 100% | 70% (12% higher standard) |
| **% making progress in reading** | 100% (100% at Greater Depth) |  |
| **% making progress in writing** | 100% |  |
| **% making progress in maths** | 100% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | A minority of children have less self-confidence and lower aspirations then their peers which could be impeding their progress | | |
|  | | 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 minority of children with Pupil Premium have attendance that is below 92% or do not arrive punctually to school. This can have an impact on progress. | | |
| **E.** | | Some children eligible for pupil premium lack of opportunity to widen their life experiences beyond the locality environment at home. For some a limited language rich environment at home. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved confidence and aspiration raising for pupils. Some children eligible for Pupil premium will take part in the Forest Schools programme which will develop their independence, teamwork and collaboration and consequently self-confidence and growth mind-set. | | Children take part a full part in extracurricular opportunities. Children participate in Forest School programme. Children can talk about the impact that the programme had had on their social, emotional and physical development. |
|  | 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 if not more progress from their prior starting points in Reading, Writing and Maths then pupils not eligible for pupil premium by the end of Year 6. In 2018:  Reading progress was 14.34. Maths progress was 0.67 and Writing was 4.37 against National picture of -0.7 for Reading; -0.6 for Maths and -0.4 for Writing. Assessments and successful moderation practices within school. We aim to maintain our very good progress. |
|  | 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%. All pupils arrive in good time for registration. |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | **2018-19** | | | | | | | |
| 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** | | | | | | | | |
| **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?** |
| **Maintain higher rates of progress across KS1/2 for those children eligible for PP** | Staff to continue to target children eligible for PP with well chosen intervention programmes. | | Those children with pupil premium who do not have special educational needs are generally working at Age Related Expectations or higher. We want to maintain these standards. Through our SAST working group we will be building on this work to deliver the very best practise. | | Booster lessons/activities are taking place  Evidence of progress at end of year against peers | | Head | Summer 2019 |
| **Sometimes pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.** | |  | | --- | | Smaller class sizes in Reception/Y1  TA support in every class  TAs used for SEN intervention am and p.m.  SENDCo able to access specialised support via OT. Speech and Language, Behaviour Support, Educational Psychologists, CAMHs and family Support Workers.  SAST thread group work – provision to cover members of staff out of school | | | Children with Special Educational Needs need additional support in order to be able to access the National Curriculum. The support is not always academic but can be pastoral.  These children and indeed school will also need regular referrals to outside agencies ion order to gain expertise in certain areas. | | SENDCo on Leadership team. The LT regularly monitor data and interventions being implemented to ensure they are effective and children are making progress. | | LT | Half termly review |
| **Increased attendance rates for those pupils eligible for PP** | Registers monitored regularly.  Agreed letters sent home if attendance falls below 92%.  Meetings held with parents and attendance challenged.  No holidays authorised in term time.  100% awards every half term at school.  100% Awards at the end of every year.  Work closely with parents if an issue arise. Utilise the SAST attendance officer and the LA if appropriate. | | Attendance at school is vital if a child is to achieve and not miss out in their learning.  Parents are given a clear message when entering school that attendance and punctuality is important.  Children are motivated to be in school and enjoy receiving the 100% awards. | | Monitor attendance rates  SAST and LGB monitor attendance | | Head | Half termly reviews |
| **Total budgeted cost** | | | | | | | | 3,731 |
| 1. **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?** |
| Greater self-confidence and raised aspirations | Implement forest schools initiative  Appoint Forest Schools lead to train staff and trial forest schools sessions with group of children including KS2 pupil premium pupils | The Forest schools programme has a proven impact on self-confidence, independence and other skills such as perseverance, teamwork and collaboration. | | Lead teacher to monitor sessions weekly.  Children’s and staff feedback | | Kate Stuckey | | Summer 2019 |
| **Total budgeted cost** | | | | | | | | 1, 500 |
| 1. **Other approaches** | | | | | | | | |
| **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 afternoons  Information meetings  One to one meetings  Tea parties | 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 SAST 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 | | Summer 2019 |
| 1. **Increased attendance rates** | Continue to monitor rates of attendance as per attendance policy  If no improvement, meet with parents to discuss barrier to attendance  Involve SAST and LA attendance officers if appropriate | 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.  ELSA support and communicating with parents. | | Head | | Easter 2019 |
| 1. **Retain Teaching Assistants throughout the school for intervention work and class support** | We have chosen to continue to fund Teaching Assistants in every class 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 Assistants to deliver additional learning reinforcement for children eligible for PP in KS2 particularly. | | Head | | Summer 2019 |
| 1. **Ensure finance is not a barrier to PP pupils actively taking part in the wider opportunities school offers** | 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. We cost in additional support for trips for PP pupils.  Financial help with school related resources if appropriate  Financial help with music lessons if appropriate | Children and families can feel isolated if not able to fully participate in all school events. We want the children to grow in confidence and self-esteem. | | Pupil premium guarantee published to parents of children on PP.  Finance officer to keep a record of expenditure.  Clear communication with families. | | Finance Officer | | Summer 2019 |
| 1. **Improved social, emotional and mental health outcomes for PP children** | ELSA support given to identified children throughout the year. | We recognise that social and emotional problems have a negative impact on progress and attainment. | | ELSA meets x6 yearly with Educational Psychologist for supervision with other ELSAs from the SAST team. | | ELSA | | Half termly meetings |
| **Total budgeted cost** | | | | | | | | 14,773.08 |
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| **Total** | | | | | | | | £ 20,004 |