

St Mary's RC Primary School -Pupil Premium strategy 2018-19



1. Summary information					
School	St Mary's RC Primary School				
Academic Year	2018/19	Total PP budget	102,220	Date of most recent PP Review	23/08/19
Total number of pupils	446	Number of pupils eligible for PP	76	Date for next internal review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Key Stage Two 2019 (10/60 pupils)		
% achieving expected standard or above in reading, writing & maths	40%	70%
% making expected progress in reading	50%	80%
% making expected progress in writing	60%	83%
% making expected progress in mathematics	50%	81%
Progress scores for reading	-0.3	6.1
Progress scores for writing	-0.68	
Progress scores for maths	-1.2	5.4
Key Stage 1 2019 (12/60)		<i>All pupils nationally</i>

% achieving expected or above in reading, writing and maths	58%	
% achieving expected or above in reading	58%	75%
% achieving expected or above in writing	58%	70%
% achieving expected or above in maths	77%	76%
Year 1 phonics check 2019 (6/60)		
% achieving passed screening		83%
EYFS 2019 (6/60)		
% obtaining Good Level of Development	68%	72%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	At the end of Key Stage Two attainment for pupil eligible for the Pupil Premium Grant (PPG) was considerably lower than pupils for PPG nationally in all three measurable subjects. (Reading, PPG 50%, non PPG 80%- gap -30%. Writing, PPG 60%, non PPG 83%- gap -23%. Maths, PPG 50%, non PPG 81%- gap -31%) This gap has widened from the previous year.
B.	At the end of Key Stage Two progress for pupil eligible for the Pupil Premium Grant (PPG) was considerably lower than pupils not eligible for PPG nationally in all three measurable subjects. (Reading, PPG -0.3, non PPG 6.1- gap -5.8. Writing, PPG -0.68, non PPG 0.0- gap -0.68%. Maths, PPG -1.2, non PPG 5.4- gap -4.2). This gap has widened from the previous year.

C.	<p>At the end of Key Stage One not enough pupils eligible for PPG reached the expected standard in reading and writing. (Reading, PPG 58%, non PPG 75%- gap -17%. Writing, PPG 58%, non PPG 70%- gap -12%).</p> <p><i>25% of pupils in receipt of PPG are on the SEND register</i></p>	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	<p>Children enter our school with speech, language and communication development well below that expected of their age. Nursery on entry data 2018-19 is 18% at age related with Communication, Language and Literacy Development (CLLD) and Reception entry 2018-19 is 55%</p>	
E.	<p>There are more pupils eligible for the PPG in the persistently absent (PA) from school category (missed more than 10% of school sessions). School all pupils is 96.05 PA, PPG pupils is 94.93% and national expectation is 96%</p>	
F.	<p>The school has 77 children at SEN support, 22 of these are PPG eligible.</p> <p>17% of our school population has special educational needs. 32% of our PPG eligible children have SEN.</p>	
G.	<p>Children have low confidence and self-esteem when engaging in unfamiliar social and curriculum experiences/opportunities.</p>	
H	<p>A significant number of children have been identified with additional social and emotional needs which affect their ability to fully engage with the curriculum.</p>	
4. Intended outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Achieved?</i>
Barrier A	<p>The gap in attainment for pupils eligible and all pupils to narrow by 20% for reading, writing and maths as shown in the end of KS2 tests.</p>	<p>Yes- Closed the gap an additional 10% compared to last year. Closed the gap by 22% However, overall attainment dropped. There is a 15% gap from national- which is over a 50% improvement on last year's gap (31%)</p>

Barrier B	The gap in progress for pupils eligible and all pupils will narrow to within 1.0 progress score for reading, writing and maths as shown in the end of KS2 tests.	Yes. Reading: All pupils 103 Disadvantaged 102 Maths: All pupils 103 Disadvantaged 102
Barrier C	At the end of Key Stage One the gap between the attainment of pupils eligible for the PPG and all pupils will narrow to within 5%.	No The majority of PP children also had SEN linked to learning needs. Nevertheless, this is still an area we will be targeting.
Barrier D	To provide extra support around early communication and language for our youngest children to aid their ability to achieve in line with their peers nationally (72%).	
Barrier E	To raise PPG attendance to the national average of 96% attendance.	
Barrier G	To enrich the experiences of, not only our most vulnerable, but all children. It is hoped this will increase attainment and progress for all groups of children, in particular, children in receipt of PPG. Success in this area will be linked to the targets for Barrier A and B.	Yes see evidence in Barriers 1 & 2
Barrier H	To improve resilience of children throughout the school and provide our most vulnerable with the ability to identify the social and emotional needs and arm them with a toolkit of strategies to manage them.	Progress has been made, however, with the very nature of the target, it is an ongoing target.

5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased class and subject lead budget.	Alleviate poverty of experience.	KS1- Writing, PPG 58%, non PPG 70%- gap -12% KS2 Writing, PPG 60%, non PPG 83%- gap -23%. In a desire to increase writing outcomes we felt a broader variety of real life experiences were needed in the form of educational visits, visitors, authors, poets and artists.	Writing moderation, pupil voice, evidence of writing linked to education experiences.	CJ, JH & KD	Half termly £14,000
Implementation of Forest School	Alleviate poverty of experience.	Give children the opportunity to broaden their experiences in of the great outdoors.	Train a dedicated team of 5 forest school practitioners. Assistant Head will be the forest school lead. Monitor impact.	CJ	July 20,000

Targeted interventions.	At the end of Key Stage One the gap between the attainment of pupils eligible for the PPG and all pupils will narrow to within 5%.	Gap between PPG and non-PPG in all areas at the end of KS1 needs to reduce. We feel more targeted small group interventions will help fill gaps. In addition to this increasing one-to-one for our disadvantaged children should also aid attainment and progress.	Pupil progress meetings Regular monitoring.	JH & RG	Half termly. £28,500
Total budgeted cost					£62,500
ii. Targeted support					
Action	Intended outcome	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>Additional support provided by the Deputy Head teacher across KS2 initially then focusing in on Year 6</p>	<p>The gap in attainment for pupils eligible and all pupils to narrow by 20% for reading, writing and maths as shown in the end of KS2 tests.</p> <p>The gap in progress for pupils eligible and all pupils will narrow to within 1.0 progress score for reading, writing and maths as</p>	<p>Based on 2017/18, at the end of Key Stage Two attainment and progress for pupil eligible for the Pupil Premium Grant (PPG) was considerably lower than pupils for PPG nationally in all three measurable subjects.</p>	<p>Regular data led pupil progress meetings. Regular monitoring.</p>	<p>JH</p>	<p>Half termly. £22,000</p>
<p>Employ an attendance support officer.</p>	<p>To raise PPG attendance to the national average of 96% attendance.</p>	<p>PP attendance is currently below the national average of 96%. In improving PPG children attendance above national average should have a positive impact on outcomes.</p>	<p>Regular attendance updates from attendance officer.</p>	<p>JT & EH</p>	<p>Regular updates throughout the year-final impact review at the end of the year. (£6,000)</p>

Temporary TLR for a specialist project.	To provide extra support around early communication and language for our youngest children to aid their ability to achieve in line with their peers nationally (72%).	Writing outcomes for disadvantaged children are below national average. We feel this would be best achieved by improving early communication and language for our youngest children.	Regular meeting between assistant head (RG) and project lead (RD) Monitoring Pupil observations/interviews.	RG & RD	£1,500
Total budgeted cost					£28,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ a Caritas social worker.	To improve resilience of children throughout the school and provide our most vulnerable with the ability to identify the social and emotional needs and arm them with a toolkit of strategies to manage them.	Many of lowest attaining children have additional emotional needs in which they need support. Children who are better supported are more equipped to deal with emotional issues and therefore can face academic challenges.	Assistant head will be in charge of our Caritas worker's caseload and will monitor the impact.	RG	Termly.
Total budgeted cost					£22,000