

St Mary's RC Primary School -Pupil Premium strategy 2019-20



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	23/05/18
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 (12/60 pupils)		
% achieving expected standard or above in reading, writing & maths	50%	71%
% making expected progress in reading	64%	78%
% making expected progress in writing	71%	83%
% making expected progress in mathematics	64%	79%
Progress scores for reading	-0.48	0.3
Progress scores for writing	-1.27	0.25
Progress scores for maths	-1.44	0.35

Key Stage 1 2018 <small>(7/60)</small>			<i>All pupils nationally</i>
% achieving expected or above in reading, writing and maths		0%	
% achieving expected or above in reading		29%	78%
% achieving expected or above in writing		0%	73%
% achieving expected or above in maths		29%	76%
Year 1 phonics check 2018 <small>(5/60)</small>			
% achieving passed screening		60%	82%
EYFS 2018 <small>(6/60)</small>			
% obtaining Good Level of Development		67%	74%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	<p>Despite reducing the gap by over 50% over the past academic year, at the end of Key Stage Two attainment for pupil eligible for the Pupil Premium Grant (PPG) was lower than pupils for non PPG nationally in all three measurable subjects. (Reading, PPG 64%, non PPG 78%- gap -14%. Writing, PPG 71%, non PPG 83%- gap -12%. Maths, PPG 64%, non PPG 79%- gap -15%)</p> <p><i>33% of pupils in receipt of PPG were on the SEND register</i></p>		
B.	<p>At the end of Key Stage Two progress for pupil eligible for the Pupil Premium Grant (PPG) was lower than pupils not eligible for PPG nationally in all three measurable subjects. (Reading, PPG -0.48, non PPG 0.3- gap -0.82. Writing, PPG -1.27, non PPG 0.25- gap -1.52%. Maths, PPG -1.44, non PPG- 0.35 - gap-1.79).</p>		

C.	<p>At the end of Key Stage One not enough pupils eligible for PPG reached the expected standard in maths, reading and writing. (Reading, PPG 29%, non PPG 78%- gap -49%. Writing, PPG 0%, non PPG 73%- gap -73%. Maths- PPG-29%, non PPG- 76%).</p> <p><i>71% 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 96 children at SEN support, 24 of these are PPG eligible.</p> <p>22% of our school population has special educational needs. 40% 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 5% for reading, writing and maths as shown in the end of KS2 tests.</p>	

Barrier B	The gap in progress for pupils eligible and all pupils will be no greater than 1.0 progress score for reading, writing and maths as shown in the end of KS2 tests.	
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 20%.	
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.	
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.	

5. Planned expenditure

Academic year

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

Employment of additional teacher.	Increase outcomes for children in Year 2.	At the end of Key Stage One not enough pupils eligible for PPG reached the expected standard in maths, reading and writing. (Reading, PPG 29%, non PPG 78%- gap - 49%. Writing, PPG 0%, non PPG 73%- gap -73%. Maths- PPG-29%, non PPG- 76%).	Regular planning and moderation meetings.	JH, NC, AW & AS	£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>However, in 2019, the gap was closed and we want to build upon those success and feel this spend will contribute to that.</p>	<p>Regular data led pupil progress meetings. Regular monitoring.</p>	<p>JH & JT</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%.</p> <p>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>

Source and recruit a Specialist Early Years Consultant to further develop our foundation stage, especially in the areas of communication , language and literacy.	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
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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.

<p>Whole school project based on developing a feedback culture and improving children's resilience.</p>	<p>Increase children's capacity to learn therefore better outcomes for children.</p>	<p>Many of our lowest attaining children have low self-esteem and not a strong enough grasp on how important resilience to learning.</p>	<p>Deputy Head will lead this project and it will be monitored by Head Teacher.</p>	<p>JH & JT</p>	<p>Termly.</p>
<p>Total budgeted cost</p>					<p>£22,000</p>

