

Pupil premium strategy statement

This document details the proposed spend of the pupil premium grant and how this will impact on the children.

What is it?

The pupil premium is additional government funding given to help tackle problems faced by socially disadvantaged children and to close the attainment gap between those children and their peers. Schools are free to use the pupil premium as they see fit but are accountable for how they have used the additional funding to support low income families.

How is Pupil Premium allocated?

The pupil premium provides funding for children:

- *who have been in receipt of free school meals(FSM) at any point in the last 6 years (£1320)*
- *who have been continuously looked after for the past 6 months (£1900)*
- *whose parents are currently serving in the armed forces (£300)*

2018 – 2019 grant - £41,480

How has this been allocated (including top up from the whole school budget):

- Nurture support and social and emotional influences (1xFT LSA- 25hrs) - £13,292.88
- Raising attainment and combatting low expectation (Specific interventions- 6hrs LSA) - £3,245
- Confidence in mathematical ability; achievement and progress (Y6 booster sessions- 6hrs LSA) - £3,245
- Behaviour support (1xNurture trained LSA- 18hrs) - £8,564
- Allocated to classes based on need and PP entitlement (1xLSA- 27hrs) - £13,863
- Support to families for inclusion- £3000

The allocation for LAC pupils is managed by the Local Authority's Virtual School. The Head of the Virtual School, Keeley White, is responsible for making decisions regarding the level of funding for each eligible child. The initial allocation is £1000. Schools have to bid for funding additional to this amount.

	Below national expectations	These indicator bands are as taken from Key data/ DfE guidelines
	In line with national	
	Above national	

1. Summary information					
School	St Mary's Community Primary School				
Academic Year	2018/2019	Total PP budget	£41,480	Date of most recent PP Review	Sept 2018
Total number of pupils	194	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Feb 2019

2. Current attainment based on KS2 Sats May 2018		
Year 6 (2017/2018)- 30 pupils (7PP pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP (school/ national)
% achieving expected standard in reading, writing and maths	50%	70%/ 64%
% achieving expected standard or above in reading	67%	80%/ 75%
% making progress in reading	-2	0.6/ 0
% achieving expected standard or above in writing	83%	88%/ 76%
% making progress in writing	-1.2	0.9/ 0
% achieving expected standard or above in maths	67%	79%/ 75%
% making progress in maths	-0.3	0.5/ 0

Current Barriers: how we use pupil premium money to address these and how we will measure impact (all eligible pupils, including high ability)				
	Barriers	Use of PPG- how and why	Success Criteria- how impact is measured	Cost
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. Speech and language development for some PPG children needs input further up the school to support writing and spelling	ELKLAN trained LSA running individual and group sessions of speech and language programmes as identified by Speech Therapist and in school identification 5hrs per week (AR)	<ul style="list-style-type: none"> Blanks level progress- reassessed each term. % gains within each level show good progress Pupils integrating with peers more effectively Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. 	£2,507
B.	Mobility of pupil premium pupils and those entering the school part way through a year	Initial assessments and input to support transition	<ul style="list-style-type: none"> Early assessment to ensure pupils access appropriate support In year admissions eligible for PP are identified on entry. Support and interventions put in place to accelerate progress. Progress measured by teacher assessments and successful moderation practices 	£500

C.	Behaviour issues of identified group (mostly eligible for PP) having detrimental effect on their academic progress and that of their peers.	Nurture trained LSA supporting behaviour and emotional needs of identified pupils during lesson time and lunch times LSA to teach/model/promote play so that disagreements do not impact on learning 30 hrs a week (AB/ HM) <i>Class group focus changed From Y6 to Y5 due to incoming pupils affecting dynamics within school</i>	<ul style="list-style-type: none"> Class group effectively supported to make progress across the curriculum Emotional needs addressed through nurture sessions and supported unstructured times Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). 	£15,165
D.	Limited finances and family circumstances	Subsidies available to support places at breakfast and after school club to enable parents to work Financial support available for extra-curricular clubs 50% offer to fund trips including residentials, to ensure full participation	<ul style="list-style-type: none"> PPG pupils able to access all opportunities Inclusion for all- no child misses an opportunity if they wish to take part in an activity Pupil/ parental survey on involvement 	£1,500
E.	Lack of parental engagement in supporting PPG pupils at home with reading, writing, spelling and phonics	LSA supporting individuals and groups with reading, Sound Discovery, phonics and spelling work 5hrs per week (AR) Additional reading time across the curriculum in each class to promote a love of reading Each class to have a class story every day Daily 1:1 reading as a part of our core offer	<ul style="list-style-type: none"> Pupils make rapid progress in reading and writing to support all areas of the curriculum Reading is an integral part of each day's learning Pupils are supported daily with reading 	£2,507
F.	Poorly developed behaviours for learning and a lack of independence and motivation	Support to embed independent learning, the development of thinking skills and clear assessment that identify gaps and support learning. 3x 30mins LSA time weekly- sensory circuits to help pupils settle to positive learning (AR/ DB/ JK/ NW/ KE)	<ul style="list-style-type: none"> Pupils settle to learning more readily at the start of the day- teacher and pupil feedback Pupils make better progress across identified areas of the curriculum 	£2,507
		Individual learning programmes supported by ENF funding for SENCo input. Follow-up work implemented by LSA 3hrs per week (AR)	<ul style="list-style-type: none"> Pupils make measurable progress using BLANKS – assessed every 6 weeks Appropriate provision identified for future learning needs 	£1,504
G.	Lack of opportunity to maximise potential	Inclusion in after school clubs and activities (Minecraft/ JD Coaching)	<ul style="list-style-type: none"> Monitor through pupil voice 	£100
H.	Emotional factors hindering learning and engagement	Nurture trained support for 1:1 sessions including playing games and building relationships 10 hrs per week (HM/RJ)	<ul style="list-style-type: none"> Pupils are able to moderate their own behaviours and understand strategies to help them engage in learning Pupils can verbalise their emotions 	£5014
			TOTAL COST	£31,304

External barriers				
	Engagement of parents and the impact of behaviours out of school which compromise learning within school	Better information available including the update of the school website to make it more accessible Open mornings and parent information sessions during the school day Free after school clubs for all pupils	<ul style="list-style-type: none"> • More parents engage with school • Parents engage well and are supportive through the implementation of behaviour practices in school and at home 	£300

3. Planned expenditure

Academic year	2018/2019
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i. 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	Cost	When will we review implementation?
A. Improved oral language skills in Reception	Staff input for those pupils identified as having speech and language issues	Investing some of the PPG in longer term change which will help all pupils. Evidence suggests that by ensuring communication skills are developed early, children can make better progress in the EYFS, enabling them to close the gaps with their peers	EYFS timetable includes focus on language and speech through phonics to support developing literacy and communication skills	KE/ SR		Ongoing Jan 2019
B. Improved progress for high attaining pupils	Whole school CPD on providing stretch and challenge for all with a focus on HA pupils Staff training on developing learning for higher attaining pupils	Pupils eligible for PPG made less progress in 2018 than other pupils across Key Stage 2 in all areas. We want to ensure that PP pupils can achieve at least in line with expectations and at the higher level. Key staff will be trained in practices to provide stretch and encouragement for these pupils (DHT to disseminate)	Use INSET days to deliver training- October 2018 Focus on reading to be integrated in to training 2019 Peer observation of classes after the course, to embed learning (no assessment).	DHT		Oct 2018
C. To improve attainment in reading, especially for the most able	Daily reading to be embedded across the school Extension of daily phonics/ comprehension skills across KS2	Attainment and progress in reading were below national expectations at KS2. This is after historically good results at KS1. The focus in recent years has fallen to VGPS and a refocus on extended reading and deeper comprehension are needed.	All pupils continue to receive daily 1:1 reading input throughout the school. In KS2 weekly sessions focus on detailed comprehension work	Class teachers		Jan 2019
Total budgeted cost						

ii. 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	Cost	When will we review implementation?
Improved oral language skills in Reception	121 and small group provision of Speech and Language support	Some (PPG) pupils enter school with speech and language needs that require additional input to catch up. The ELKLAN programme has been independently evaluated and has been effective in other schools.	6 weekly progress checks of identified pupils and the impact of the S+L interventions (ELKLAN/ Sound Discovery) Observations and CPD for identified staff	SENCo	£2,507	Jan 2019
Early assessment for in year admissions	Allocated LSA time for assessments and identification of needs	In order to ensure all pupils access appropriate provision at the earliest opportunity pupils will be assessed according to SWST, underlying abilities on entry.	Extra time paid for out of PP budget. Impact overseen by SENCo Engage with parents and pupils on entry	SENCo	£2,507	Mar 2019
Improved behaviours for learning of identified groups across the school	PPG pupils identified in each class and their learning needs/ behavioural needs assessed Nurture support in place as appropriate	Low level distracting behaviours as well as more overtly disruptive behaviours Impact the learning across the whole class. Many children have joined the school having had a history of disruption/ behaviour issues at previous settings. Ensuring that appropriate behaviours for learning are embedded across all learning will impact greatly on the progress and attainment for all pupils	Employ a specialised practitioner with nurture training and experience of working with challenging behaviour Allocation of appropriate LSA time to identified pupils HM/ RJ/ AB/ AR	SENCo/ HT/ DHT	£22,686	Ongoing and changeable according to class make-up- (see Appendix school learning and behaviour support overview) At least termly
Total budgeted cost						£27,700
iii. 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	Cost	When will we review implementation?
Improved parental engagement	Inviting parents to a number of school events and open days	By inviting parents to school we engage them in the learning experiences of their children and develop ambition	Regular invitations and reminders of events	HT	£2,507	Jan 2019
Ensuring financial hardship is not a barrier to inclusion	Subsidies offered for trips and residentials on request	Some pupils are not able to access the provision due to financial hardship	Families are offered financial support when places are booked for trips and residentials		£1,500	Jan 2019
Total budgeted cost						£4,007

4. Review of expenditure				
Previous Academic Year		2017-2018		Allocated amount: £24,180
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Impact on pupils not eligible for PPG.	Lessons learned (and whether you will continue with this approach)	Cost
Additional intervention groups for maths and reading across the school Intervention support for specific pupils	LSA time allocated specifically to intervention groups and to extend learning opportunities for identified pupils	Mixed: training informed approach to maths in school. Impact on attainment for all children, not just PP eligible was measured. Success criteria: not fully met. Approach shows some success but not across all areas. Some staff more successful than others – best practice shared. Whole school data shows that PP students did not make expected progress.	Staff were positive about the training and their own CPD and professional capabilities. More specific focus on the pupils identified and areas of need. We will continue implementing the approach and monitoring pupil response. Regular tracking and reallocation of support where appropriate	£6250
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Impact on pupils not eligible for PPG.	Lessons learned (and whether you will continue with this approach)	Cost
Additional LSA support in classes where 20%+ are entitled to PPG 1:1 and small group learning Support of SENCO to ensure appropriate provision	Whole class support including behavioural and emotional input Specific input from SENCO to manage LSA time and intervention support	High: observed increased progress amongst participating children compared to peers, as measured using scores across all areas of learning (RWM) Specific learning programmes and tracking in place, implemented by SEN LSA, managed by SENCO Success criteria: met.	The positive impact of allocated support on the whole class as well as PPG pupils was easily tracked in performance data across all relevant year groups. We will continue next year but will refine the approach according to need across the school and in each class. SEN specific LSA to continue	£14,750
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Impact on pupils not eligible for PPG.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure financial hardship is not a barrier to inclusion	Subsidised places at clubs and fro visits including residentials Support with purchase of resources	High: All pupils accessed trips and clubs when requested. Support for PP pupils in place to secure participation on trips and for residentials Success criteria: met.	Ensure all families are aware of the availability of this financial support and alert them to this when places are booked for trips and residentials	£3,180

5. Additional detail
This report is rewritten at the start of the financial year to reflect the new budget allocation and reviewed in September to ensure the data reflects most accurately the current situation in school.