

Pupil Premium Grant (PPG) strategy statement

What is the Pupil Premium Grant?

PPG is the additional funding schools receive to support 'vulnerable' pupils to enable them to enjoy and achieve in line with all other children. This includes pupils entitled to free school meals (FSM), or who have been at some point in the last six years (Ever6), children in care (LAC) and children who are adopted or have been in care (PostLAC). Studies have shown that the attainment gap between disadvantaged children and others is much larger in England than in nearly all other countries, and it becomes wider as they get older. PPG funding has been made available to schools to try to diminish these differences. The government believes that allocating the PPG is the best way to ensure funding reaches disadvantaged pupils who need it most to raise attainment.

It is up to schools to decide how it is spent to maximise outcomes. The information in this document enables parents to see how much funding the school is receiving, how it is spent and its impact upon attainment and progress of pupils.

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 or are adopted (£2300)*
- *whose parents are currently serving in the armed forces or have within the past 6 years (£300)*

At St Mary's CP School, it is really important that we use the PPG we receive effectively, in order to attempt to diminish the difference. We aim to raise the attainment and progress of disadvantaged pupils so that their performance compares favourably with non-disadvantaged pupils in school and nationally.

In order to improve outcomes for those pupils eligible for PPG, we will continue to ensure that good teaching and learning is a consistent and relentless focus. This is paramount to the progress of all our pupils and through this, we will further improve outcomes for pupils from disadvantaged backgrounds.

Changes in economic circumstances mean the PPG cohort varies year on year. If interventions are targeted only at 'PPG' pupils, children would move in and out of groups accessing support. This would reduce the impact of interventions, however, the pupil's level of need will continue. We therefore do not use the PPG to target only pupil premium pupils with generic interventions, but also to ensure provision is effective for the wider school community.

We aim to identify and pupil with an educational need to improve pupil outcomes. This supports staff to look beyond the pupil premium label so they address a pupil's barriers to learning and learning needs.

Classroom teachers focus on:

- Supporting pupils to develop a strong recall of a subject's core knowledge
- Providing regular opportunities for deliberate practice and application of knowledge
- Continual review of the curriculum and curriculum subjects
- Teaching to the top – setting challenging work for all pupils and providing support to enable all pupils to access the intended learning
- Effective assessment and feedback
- The quality of teacher explanations, planning and resources
- Communicating concerns around pupil progress to families as early as possible to allow for a prompt response and intervention
- Creating opportunities for pupils to reflect on their learning and achievements
- Using learning conversations to discuss progress with pupils

Summary information					
School	St Mary's Community Primary School				
Academic Year	2019/2020	Total PP budget	£44,080	Date of most recent PP Review	Sept 2019
Total number of pupils	186	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Feb 2020

LSA Hourly rate- £9.90

Term time contract 39 weeks

Total cost calculated - 9.9 x hrs x 39

Current Barriers to learning and progress				
	Barriers	Use of PPG- how and why	Success Criteria- how impact is measured	Planned expenditure
A.	Oral language skills in Reception are generally 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 for PPG pupils in Yr, Y1 and Y2 8hrs 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 • PPG pupils do not need ELKLAN in subsequent years 	£3,089
B.	Mobility of pupil premium pupils- a number of PPG pupils join our school part way through a year and struggle with transition processes	Initial assessments and adult intervention to support transition- to ascertain levels of attainment and the support that needs to be put in place	<ul style="list-style-type: none"> • Early assessments ensure pupils access appropriate support • In year admissions eligible for PP are identified on entry • Progress measured by teacher assessments and moderation 	£1000
C.	Behaviour issues of identified group (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 18 hrs a week (RJ)	<ul style="list-style-type: none"> • Curriculum data shows progress across the curriculum • Reduction in behaviour records and incident forms • Nurture records show impact 	£6,950
D.	Limited finances and family circumstances	Subsidies to support places at breakfast/ after school club to enable parents to work Financial support for extra-curricular clubs and 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 • % of PPG pupils accessing trips and activities (100%) 	£2,900
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/ SP/ ST)	<ul style="list-style-type: none"> • Pupil progress data shows rapid progress in reading and writing (evidenced in all areas of the curriculum) • Pupil audits show a love of reading and interest in books • Pupil reading logs show adult input and that they are supported daily with reading 	£5,792

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 = 7hrs LSA time per week 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- Sensory Circuit records Pupils make better progress across identified areas of the curriculum 	£2,703
		Individual learning programmes 3hrs per week (AR)	<ul style="list-style-type: none"> Pupil progress (BLANKS) – 6 weeks measures Provision identified for future learning needs 	£1,158
G.	Lack of opportunity to maximise potential	Inclusion in after school clubs and activities (Minecraft/ JD Coaching)	<ul style="list-style-type: none"> PP pupils pursue an interest or extend their learning Pupil voice audits 	£800
H.	Poor attendance and punctuality	Regular monitoring of attendance figures First day contact to ensure all absences are registered Prompt response to poor attendance- fast track meetings in place 5hrs a week (RH)	<ul style="list-style-type: none"> PPG pupil attendance is 97%+ In line with whole school target Late arrivals reduce 	£1,930
			TOTAL COST	£26,322
I.	1:1 and whole class support for identified PPG pupils with an SEND YR-23% PPG +SEND Y1- 24% PPG +SEND Y2- 45% PPG + SEND Y3- 30% PPG +SEND Y4- 23%PPG + SEND Y5- 32% PPG + SEND Y6- 40% PPG +SEND	MSA and LSA support for specific pupils to ensure targeted access to the curriculum and to ensure good progress Behaviour support in class and at 'social' times 2x LSAs (25)	<ul style="list-style-type: none"> Individual pupil progress data Individual pupil attainment data Behaviour support records and interventions show improved outcomes 	£27,422
				£53,744
External barriers				
1.	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 Invite parents to a number of school events and open days	<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 Parent feedback is positive Majority of parents attend open sessions and activity mornings Parents say they feel more confident about the learning experiences of their children 	£3,500
Grand total budgeted cost				£64,322

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