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**Pupil Premium Strategy**

Date: September 2019

School Name: St Mary’s Primary School

Pupil Premium is additional funding given to publicly funded schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria;

• **Pupils Looked after**

**• Pupils who are eligible for free school meals or who have been eligible for free school meals at any time in the past 6 years**

**• Children of Services Personnel**

Rigorous pupil progress meetings with leaders and teachers, ensure pupils’ specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments are made to support the child’s learning. Finding the “barrier to learning” and removing them with effective teaching, learning and assessment, is crucial in St Mary’s to enable children to reach their full potential. **Pupil Premium funding** is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data regularly to check whether interventions or strategies are working and amend where needed. The school ensures staff is aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress.

At St Mary’s Primary we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

**Provision** The range of provision the school may consider making for this group could include:

• Providing small group work with an experienced teacher/specialist staff

• 1-1 or support

• Additional teaching and learning

• Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition

• Acquisition of staff, resources or services to provide the above

**Reporting** It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce regular reports for the Governing Body detailing the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils and giving an outline of the provision that has been made since the last meeting and the impact thereof. The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used, published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

**Pupil premium strategy statement St Mary’s Primary School, Grangetown TS6 7AD**

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| 1. **Summary information** | | | | | |
| **School** | St Mary’s Catholic Academy | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £137,200 | **Date of most recent PP Review** | Autumn 2018 |
| **Total number of pupils** | 210 | **Number of pupils eligible for PP** | 104 = 50% | **Date for next internal review of this strategy** | Autumn 2019 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (22/28)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 82% | 71% |
| **% making progress in reading** | 95% | 73% |
| **% making progress in writing** | 82% | 78% |
| **% making progress in maths** | 95% | 79% |

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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)* | | | |
|  | | Low levels on entry of PP pupils particularly in communication, literacy and language. | |
|  | | Pupil Premium pupils do not always make better than expected progress from their starting points in reading, writing and maths, particularly more able pupils | |
| **C.** | | Low levels of emotional independence and resilience | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Poor attendance for some PP pupils | |
| **E.** | | Poor literacy and numeracy skills of some parents so they cannot support their children with their education | |
| **F.** | | Mental health issues | |
| **G.** | | Challenging family circumstances | |
| **H.** | | Experience deficit (few other experiences outside of the family home) | |
| **I.** | | Lack of school readiness (entry levels low at Nursery) | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Raise attainment outcomes of PP pupils to expected standard and beyond – KS2 SATs | | Pupils meting/exceeding national outcomes |
|  | Close the attainment gap between all pupil groups – KS2 SATs | | Outcome gap diminishes at end KS2 |
|  | Improve the attendance of all pupils to above 96% - attendance tracking and monitoring | | Attendance at 96% or above |
|  | Increase parental engagement within school – attendance at parent consultations, parent questionnaires and outcomes of parent meetings | | Improved attendance at parents’ evening. Improved/increased response from questionnaires/parent meetings |
|  | Improve life experiences for children – children feel safe and secure at school, they have access to a broad and balanced curriculum with many experiences | | Pupils safe in school. Pupils participate in extended learning opportunities. Pupils participate in school trips and visits. Pupils are offered opportunities that they would not otherwise have access to. |
|  | Promote good health and well-being – children are ready for learning every day, having regular access to exercise and a healthy diet whilst the family is supported to deal with any challenges/issues they may be experiencing – review of PSW and families supported/affected | | Children feel happy and safe, they can leave worries and anxieties behind and focus on learning. Pupils receive the correct support and challenge. Pupils will make progress because they are less anxious about personal experiences. |
|  | Accelerate progress of all PP pupils | | Pupils make at least expected/exceeding progress each term. Increased % of pupils working at/above age related expectations. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year 2019 - 2020** | **Total PPG £137,200** | | | | |
| 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?** |
| Continue to accelerate learning and outcomes for all pupils from Rec to Y6 in reading, writing & maths and diminish the gap for vulnerable groups  £3,500 | Embed use of Literacy Shed.  Introduction of Big Cat books.  Explicit vocabulary teaching in every subject.  Tiered language.  New publishing books (writing).  Literacy through sport.  Dr Sally Neaun – phonics intervention research programme linked to Teesside University.  Uniformed approach to delivery of phonics teaching.  Maths - Fluent in 5 | Literacy Shed has enabled teachers to be more creative and allows a sequencing & logical approach to lesson planning.  Big Cat Books are an excellent resource for phonics and early language acquisition.  White Rose Maths is an excellent resource that enables pupils to achieve well. | Data analysis of every year group.  Lesson observations.  Drop-ins  Termly moderation.  Termly pupil progress meetings.  Scrutiny of work.  Discussions with children.  Coaching strategy (another excellent teacher/DHT)  Key documents:  Quality of Education Policy  Marking & Feedback Policy | AMC  EG  ARH  MMc  All staff | Termly  Final analysis  July 2020 |
| To ensure a rich, broad and balanced curriculum is available to all pupils  £5,000 | Redesign curriculum to meet the needs of our pupils.  Ensure staff receive relevant CPD to provide a curriculum that is rich in skills and knowledge relevant to their current and future lives | Skills based curriculum is required for all pupils to further extend their life opportunities and aspirations.  Quality CPD ensures staff are equipped to plan and deliver a rich skills based curriculum | Improved pupil engagement.  Increase in independent learning.  Improved knowledge and skills across a range of subjects for all pupils.  Review and evaluation from pupil, staff questionnaire.  Monitoring of implementation | AMC  EG ARH MMc | Termly  Final analysis  July 2020 |
| GLD in EYFS is good ensuring pupils have firm foundation for transition to primary curriculum | Extra member of staff in Nursery and Reception enabling more targeted intervention, especially in securing good phonics knowledge and basic number understanding | Good attainment in EYFS provides good baseline and foundation for children achieving in KS1 and KS2. | Data analysis of EYFS.  Lesson observations/learning walks.  Improved GLD for all pupils, particularly PPG pupils.  Pupil progress meetings to identify pupils at risk of falling behind. | AMC JH JL | Termly  Final analysis  July 2020 |
| To accelerate learning for all pupils in phonic development and reading in order to improve outcomes  £36,773 | Extra member of staff in Nursery and Reception enabling more targeted intervention, especially in securing strong phonics  outcomes.  Targeted intervention for pupils needing additional support.  Ongoing CPD for staff to provide quality first teaching.  To deliver information and practical sessions for parents to enable them to support their  children.  Dr Sally Neaun – phonics intervention research programme linked to Teesside University.  Uniformed approach to delivery of phonics teaching. | Extra staff allow targeted support for vulnerable children and children who do not get phonic/reading support at home.  High quality phonics training for all EYFS staff, we secure better outcomes for all pupils. | Rigorous monitoring of teaching and learning.  Monitoring and evaluation of data  Data analysis and tracking of all pupils.  Flexibility of groupings according to need.  Close monitoring of key marginal pupils. | CR AMC JH JL ARH | Termly assessment data reviewed in pupil progress meetings. |
| Improved challenge for all pupils particularly reading and writing  £31,227 | Additional teaching support in Y6 to ensure all children reach expected standard and make at least expected progress.  Focus on reading and writing within Pupil Progress meetings.  CPD opportunities for staff on Challenge | Additional teacher & TAs  in Y6 allows personalised learning opportunities and focussed intervention on key objectives.  Additional teacher/focussed group has previously shown improved progress/outcomes. | Pupil progress meetings.  Accelerated progress of pupils in Y6.  Improved progress and attainment levels of Y6 across the year.  In-school attainment gap between PPG and non-PPG will be reduced.  Improved combined RWM in all year groups. | AMC CR EG | Termly assessment data  Termly reading scores |
| **Total budgeted cost** | | | | | £76,500.00 |
| 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?** |
| To work with the parents and families of pupils experiencing barriers to learning in order to ensure appropriate agency support is provided to enable long term, sustained improvement  £10,000 | SLT, SENDCo & pastoral team to work with parents to engage them offering support groups to encourage parental support  e.g. behavioural support, parent workshops to support learning at home (EYFS & KS1)  Provision of a Nurture group five mornings a week offering bespoke teaching and learning opportunities to meet the individual needs of children | Involvement of parents with workshops and sessions regarding aspects of learning.  To provide an environment where children feel safe and confident and experience success.  To allow key marginal pupils to receive appropriate support in class otherwise dedicated to pupils unable to access current age related objectives. | Number of parents engaging in workshops.  Parental questionnaire responses.  Feedback from parents.  Participation in events.  Outcomes in academic attainment. | SLT, SENDCo, class teachers & pastoral team. | Annual parental questionnaire analysis.  Evaluation pf parental feedback forms at parental consultation events. |
| To provide tailored intervention programmes to target pupils at risk of underachievement in reading, writing and maths in order to ensure accelerated progress is made  HLTAs/TAs  £40,000 | Ensure implementation of reading intervention  Improve the use of pupil performance data to identify pupils at risk of falling behind, intervene in a timely fashion and ensure gaps are diminished | Previous success of small group interventions, particularly for early phonics and gaps in learning, have improved attainment.  Reading interventions | Reading & maths assessment termly data  Salford reading comprehension data analysis x 2 yearly  Regular/rigorous monitoring of learning environment.  Time for talk sessions with pupils  Termly assessment data.  Intervention assessment  Lesson observations.  Staff discussion | AMC, MMC  EG, ARH  AMC CR | Termly as part of learning scrutinies.  Part of school improvement monitoring. |
| Improve progress for more able and talented pupils | Identification of more able pupils to track in each year group based on prior attainment.  CPD on providing challenge for high attaining pupils | Intervention to accelerate learning and progress and provide appropriate challenge for more able pupils, | Pupil progress within group, increase in emotional well-being.  Improved confidence of pupils.  Tracking of pupils entering and leaving group – coping in main classroom setting.  Improved progress of year group demonstrating additional adult support within the main classroom is effective.  Parental and pupil feedback.  Lesson observation, work scrutiny.  Progress of key marginal pupils  receiving support. | CR AMC | %GDS in each year group where additional support can be focussed on key marginal pupils.  Termly data analysis. |
| **Total budgeted cost** | | | | | £126,500 |
| 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?** |
| To support families and children with social, emotional and behavioural difficulties who need to be ready for learning  Jigsaw - £2,000  TA training – counselling £2,000  TA training – PSA £1,000 | HT and pastoral team to support emotional wellbeing to vulnerable families.  Provide class support for specific children with challenging behaviour. | Increase concentration skills, attendance and retention.  Improved health and wellbeing supports learning. | Success and number of vulnerable families being supported.  Parental feedback to follow | CR AMC KP | Termly report from HT |
| Widen the life experiences of pupils and their potential for rich, learning opportunities. These experiences will come from a broad and balanced curriculum with a variety of enrichment activities and opportunities.  Transport - £2,500  Music TVMS/experiences & educational visits - £2,500 | Gold Package from TVMS providing opportunity for all KS2 pupils to play a musical instrument.  Choir experience @ TunedIn  Group singing tuition  Andy Johnson – music & art  Range of educational visits to create memorable events – every child Y1 - 6 visit to MIMA  Take one picture throughout school  Y5 Residential - Carlton  Y6 Residential - London  Ensure key resources are available for the development of the curriculum  Invite visitors/workshops into school to develop children’s love of learning | Improved concentration and behaviour.  Opportunities to inspire learning and real life experiences to extend vocabulary and support learning.  Create and develop pupils’ interest and love for learning. | Evaluation of performances and participation in musical events.  Behaviour log.  Record of visits.  Impact on learning.  Pupil engagement in lessons.  Discussions with pupils. | MMC  AMC  CR  TL | Annual review of participation in music sessions, educational visits, visitors in school & evaluation of broad and balanced curriculum. |
| Improve attendance and punctuality of all pupils so that attendance is at 96% or above  Reward system(s) throughout year  £300.00  B/Club subsidised  throughout the year  £400.00 | HT & Pastoral Team to provide targeted support to pupils with below expected attendance and ACCs for those pupils with low attendance.  First day response provision.  Continue with weekly class attendance awards and termly individual attendance awards.  Breakfast club support to parents with personal difficulties and to encourage good attendance. | Higher attendance leads to improved outcomes. | Monitor attendance of all pupil groups against national figures.  Report to Governors termly.  Monitor at SLT/safeguarding triangulation meetings and address families causing concern. | CR JS AL KP | Termly attendance analysis.  Review case studies of pupils involved with external agencies. |
| To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies | Access to a range of agencies to support assessments of pupils with additional needs and those who require specialist support | Previous examples, including case studies, of positive response and outcomes from therapies. | Review of reports and case studies.  Review/discussions of pupils involved. | KP CR &  Pastoral team. | SLT/Safeguarding triangulation  meetings to identify need for further/  continued intervention. |
| **Total budgeted cost** | | | | | £137,200 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2018-2019** | | **£137,280** | | |
| 1. **Quality of teaching for all** | | | | |
| **Chosen action/approach** | **Desired outcome** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Extra staffing in EYFS to enable children at low levels on entry, particularly in communication, literacy and early language skills to make the necessary progress and attainment.  Extra staffing in KS2 to maintain/improve standards, particularly at GDS in RWM | Improved GLD.  Improved vocabulary and language skills.  Greater % of PP achieving ARE/GDS in RWM. | Monitoring of quality of education and quality of language acquisition in EYFS.  Data analysis shows that although disadvantaged children were still lower (50%) than national all (72%) but that the teaching of phonics and early language/vocabulary is much more consistent and having an impact in EYFS.  Monitoring of quality of education in reading and writing to maintain/improve standards in KS2.  ARE RWM 82% national all 64%  GDS RWM 14% national all 11% | Smaller phonics/group work – quality first teaching. Continue with approach.  Smaller groups – personalised curriculum – quality first teaching. Continue with approach. | £68,000 |
| 1. **Targeted support** | | | | |
| **Chosen action/approach** | **Desired outcome** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Teacher/TAs to support learning and/or interventions in all areas of the curriculum | To accelerate learning for pupils in RWM who have difficulties/delays/gaps in their learning. | Targeted support for some pupils enabling them to achieve better outcomes and narrowing the gap between their peers. | Teacher/TA have a positive impact on academic achievement, language acquisition and positive behaviour. | £62,000 |
| 1. **Other approaches** | | | | |
| **Chosen action/approach** | **Desired outcome** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Subsidised/free educational visits, visitors and experiences | Enable children to access high quality learning opportunities, often beyond the school day to develop cultural awareness and widen their experiences | All visits, visitors and experiences have enhanced pupils’ social, personal and emotional development. These learning activities, often outside the classroom, have led to better achievement, standards, motivation, enthusiasm, personal development and behaviour. | This impacted on children by widening their life experiences giving them rich, learning opportunities through a broad and balanced curriculum. More plans for extended opportunities/different experiences next academic year. | £7,250 |