

(School Name) Pupil premium strategy statement 2018-19

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2018-19	Total PP budget	£27,900	Date of most recent PP Review	July 2019
Total number of pupils	149	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Dec 18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
15	1	0	2

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 4	34	1	-	1	-
Year 3	30	3	1	-	-
Year 2	28	6	-	1	-
Year 1	30	3	-	-	-
Reception	27	2	-	-	-
Total	149	15	1	2	

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-18	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing and maths	N/A		
% achieving expected standard or above in reading	N/A		
% achieving expected standard or above in writing	N/A		
% achieving expected standard or above in maths	N/A		
Progress score in Reading	N/A		
Progress score in Mathematics	N/A		
Progress score in Writing	N/A		
% achieving expected standard or above in reading at KS1	50%	83%	76%
% achieving expected standard or above in writing at KS1	50%	79%	70%
% achieving expected standard or above in maths at KS1	50%	79%	76%

3. 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*)

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|----|--|
| A. | Gap between PP attainment non – PP children – (@ end of KS1 diff is 29% in attainment for writing and maths and 33% reading. Total 4 children) |
| B. | Low self esteem and low social emotional resilience |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|----|---|
| C. | 79% PP pupils also on SEND register difficulties include Speech and Language/SEMH/Neurological and untypical behaviour for 50% Involvement also from EP, TAC Meetings |
| D. | Parental Engagement - preparation for school life and readiness to learn - to be in the just right state |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will make good progress in reading, writing and maths - (6 steps in target tracekr)	<p>Pupil premium children will make good progress from starting points with the aspiration that we aim to help them reach ARE in current Year group</p> <p>Pupil premium children will be able to talk about what makes them a good learner - demonstrate the characteristics of learning - go for it gorilla, concentrating crocodile, persevering parrot, creative chameleon, proud peacock.</p> <p>Pupil premium children will respond to next steps in books using purple pen and through verbal feedback with Class Teacher and Learning support TA</p> <p>Pupil Premium progress will be seen through book scrutiny by all staff including class teacher and subject leaders</p> <p>The gap between PP and Non PP will be reduced by 10% at the end of the academic year 19</p> <p>1:1 and small group sessions with TA and Teacher to target areas of development in order to raise attainment and progress and as a result enjoyment in learning and a feeling of self belief and self worth.</p>
B.	Children will be ready to learn - more confident and resilient	<p>Pupil Premium children will be part of the St Mary's Caterpillars - a group based on the Gospel values and DASP 7C's to enhance school grounds - creation of school pond linked to forest schools resulting in increased social and emotional well being and resilience to problem solve</p> <p>Morning meet and greet sessions - early bird preparation for learning with identified PP children .</p> <p>Pupil premium children to take part in DASP collaborative writing project - Shared writing with pupils from the Middle and Upper School which will allow them to have an opinion and create a shared story which will result in increased confidence and self esteem.</p> <p>Pupil premium children will take on a role of responsibility in Playground - (St Mary's Buddies) to build resilience in problem solving and building friendship which will increase emotional and social well being.</p>

C.	Pupils to be clear on next steps to meet ARE	<p>Whole class teacher led activities in accordance with marking policy to ensure next steps are actioned and targets achieved. Pupil Premium to diminish the gap between non Pupil premium attainment.</p> <p>1:1 and small group sessions with ELSA and Teacher to target areas of development in order to raise attainment and progress and as a result enjoyment in learning and a feeling of self belief and self worth.</p>
D.	Further support parents to help them grown in confidence in supporting their child/children with all areas of the curriculum both academic and social.F	<p>Weekly coffee mornings/drop in session to engage</p> <p>Termly meetings with parents/class teacher/SENDSCO to discuss progress and support needed to help children learn at home.</p> <p>Session with Subject Leader for any learning/explaining of RWI and Maths strategies. As a result confidence building with parents to support children at home.</p>

5. Planned expenditure				
Academic year	2018/19			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make at least expected progress in Reading, Writing and Maths	Learning support teacher and TA employed to support children on a 1:1 and small group basis working on SMART target used alongside quality first teaching	Adults to create a successful learning environment in which all children can access the curriculum and develop strategies to ensure success. Sutton Trust: meta -cognitive and self - regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months	Pupil Premium liaison support to work closely with SLT SLT to monitor through work scrutiny, Learning walk, Pupil conferences. Class teacher and Additional Teacher to have half termly progress meetings with Head Teacher.	HEAD/Asst Head
Outcomes of Mid-Year Review:				
				£6023
Total Planned Expenditure:				
b. 1-1 Intervention - Academic				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to have the strategies and resources to enable them to make next steps to meet ARE and make good progress	First Class @ Number1 programme – boost number skills I can problem solve – develop confidence and self help strategies for learning and life	Children will be able to explain why and how they have used strategies and resources. Use of teacher feedback to ensure successful learning Sutton Trust: meta -cognitive and self -regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months	Adult to record and revisit pupil conference notes termly. Use children's feedback to support planning Subject leaders to complete book scrutiny to monitor	Head
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£6023
c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will be ready to learn- more confident and resilient	ELSA support for identified needs with individual children Seek support if necessary from EP/School Nurse/Health	12 week programme with ELSA TA specifically tailored to the needs of the individual child. Sutton Trust: One to One + 5 months Parental involvement + 3 months	Entry and exit interview with the child and ELSA. Feedback meeting with parents and class teacher	Head
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£6023

d. Group Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to have the resources to enable them to make next steps to work towards meeting ARE and to make good progress	Children to be guided on how to select resources to support learning eg Singapore Maths Children to have strategies to support planning eg Talk for writing	Children will be taught during whole class sessions and small group sessions strategies to enable them to meet ARE and make progress through feedback with teacher/marking/sharing ideas in small groups Sutton Trust: meta -cognitive and self -regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months	Baseline to be completed before and after interventions to measure outcomes and progress Monitoring of next steps and responses in books - use of purple pen	Head Teacher TA SENDCO
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2400
e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will be ready to learn- more confident and resilient	HLTA to lead St Mary's Caterpillars groups one afternoon per week to work collaboratively as a team to maintain and enhance the Garden of Remembrance for whole school	ELSA trained HLTA will use experience and effective questioning to enable the children to become confident and resilient when faced with challenge. Sutton Trust: Feedback + 9 months Peer tutoring + 5 months	Through observation Recording of sessions Pupil interviews	ELSA Learning support TA

Outcomes of Mid-Year Review:**Total Planned Expenditure: £3000****f. Learning Resources**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make at least expected progress in Reading, Writing and Maths	Use of sensory programme tools to allow children to be "the just right state for learning"	Children will engage fully in school life to be the best they can be	Adult to record and revisit pupil conference notes termly. Sensory profiling Use children's feedback to support planning Subject leaders to complete book scrutiny to monitor	Head

Outcomes of Mid-Year Review:**Total Planned Expenditure: £100****g. Staff Training**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make at least expected progress in Reading, Writing and Maths	Relevant CPD –eg First Class @ Number 2 EP Training I can problem solve training Mental Health training	Sutton Trust: meta -cognitive and self -regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months	Feedback and dissemination to all staff	Head/Asst Head

Outcomes of Mid-Year Review:

Total Planned Expenditure:				£1800
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will be ready to learn- more confident and resilient	Theatre Visit Star Gazing Farm Visit After school activities	All children to participate and experience all areas of the world 9 thing to do before you're 9	Pupil Conferencing Questionnaires and evaluation	Head/Asst Head
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£612
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Further support parents to help them grown in confidence in supporting their child/children with all areas of the curriculum both academic and social.	SENDSCO attend parent drop in sessions and provide group and individual support with teaching of Phonics/Reading/Writing/Maths Whole staff to have drop in sessions with Parents termly Breakfast and afterschool club for identified families	SENDSCO to provide sessions for parents on Reading Phonics and Maths in Autumn Term EYFS lead invite parent to weekly maths sessions to support learning English/Maths subject leaders to send invites to parents to offer additional support. Parental training sessions on how to use Education City for Home learning.	Parent meetings Entry/Exit interviews	SENDSCO

		Sutton Trust:parental involvement + 3 months		
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1140
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
SEN difficulties to be addressed and support provide to allow children to meet and exceed ARE	Assessment from outside agencies	Specific programme implemented to individual children	Entry and exit assessment Pupil Questionnaire Book Scrutiny	Head
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£780

6. Additional detail
This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.

Total Spend £ 27,900