



# St Mary's Pupil Premium (PP) Strategy Statement

## 1. Summary information

<b>School</b>	St Mary's CE Infant School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£11,120	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	84	<b>Number of pupils in receipt of Pupil Premium (including SCP 4)</b>	11	<b>Date for next internal review of this strategy</b>	October 2019

## 2. Outcomes 2017-2018

EYFS Attainment 2018		Good Levels of Development (School)	Good Levels of Development (2018 National Results) To be confirmed by DfE
	<b>Pupil Premium</b>	100%	TBC
	<b>Non Pupil Premium</b>	74.1%	TBC
	<b>Difference</b>	+25.9	TBC

KS1 Attainment 2018		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
	<b>Pupil Premium (4 chn)</b>	100%	TBC	75%	TBC	75%	TBC
	<b>Non Pupil Premium</b>	79%	TBC	63%	TBC	79%	TBC
	<b>Difference</b>	+21%	TBC	+12%	TBC	-4%	TBC

<b>EYFS Progress in 2018</b>		<b>Reading Progress</b>	<b>Writing Progress</b>	<b>Mathematics Progress</b>
<b>Expected progress = 6 steps</b>				
<b>Reception</b>	Pupil Premium	100%	100%	100%
	Non Pupil Premium	96%	89%	93%
	Difference	+4%	+11%	+7%

<b>Year 2 Progress in 2018</b>		<b>Reading Progress</b>	<b>Writing Progress</b>	<b>Mathematics Progress</b>
<b>Expected progress = 6 steps</b>				
<b>Year 2</b>	Pupil Premium	100%	25%	75%
	Non Pupil Premium	83.3%	62.5%	91.7%
	Difference	+16.7%	-37.5%	-16.7%

## 1. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers

<b>A.</b>	Oral language skills in Reception are lower for pupils in receipt of PP funding than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	Lower academic expectations. High attaining pupils who are in receipt of PP funding are making less progress than other high attaining pupils across Key Stage 1.
<b>C.</b>	Social, emotional and behavioural skills of some children in receipt of PP funding are lower than that of other pupils and this is hindering their attitude towards learning.

### External barriers

<b>D.</b>	Parental engagement is lower than that of 'other' pupils. This leads to children not receiving the same amount of learning time or provision at home.
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## 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils in receipt of PP funding in Reception class.	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.
<b>B.</b>	Accelerated rates of progress in writing for all children in receipt of Pupil Premium funding	Pupils in receipt of PP funding to make as much progress as 'other' pupils across EYFS and Key Stage 1 in writing. Measured in Reception, Yr. 1 and Yr. 2 by teacher assessments and successful moderation practices established across ODST schools.
<b>C.</b>	Social and behavioural issues of children in receipt of PP funding pupils addressed.	Use of external agencies, nurture time and PP teacher work is effective in ensuring there are fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased parental engagement.	Support provided for pupils who have limited opportunities to participate in home learning. School systems prioritise children in receipt of PP funding with personal invitations to school events such as parents evenings, assemblies and celebrations.

2. Planned expenditure					
Academic year	2018/19				
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	When will you review implementation?
A. Improved oral language skills in Reception	Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in Reception	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Sutton Trust (2014) suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	The Reception teacher will monitor the effectiveness through the use of Development Matters and the Early Years outcomes in speaking and listening.	Head teacher Class teacher	Jun 2019
Improved quality first teaching with a focus on writing. Linked to SDP Priority 1.	Staff training on strategies for accelerated progress in writing.  PP champion support.	PP funding will be invested in developing strategies which will help all pupils improve their writing. Staff inset on strategies to improve writing.	The SENCo*/ Headteacher and ODST adviser will monitor the effectiveness of quality first teaching in writing through learning walks, lesson observations, work scrutiny and discussions with pupils. 100% of EYFS pupils to make at least 6 steps of progress in writing. 100% of Key Stage One pupils to make at least 6 steps of progress in writing.	SENCo/PP Champion	June 2019
<b>Total budgeted cost</b>					£4,970

\* SENCo = Special Needs Co-ordinator

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve oral language skills for pupils eligible for PP in Reception class.	1:1 and small group provision of speaking and listening activities for children in Reception.  Time with PP champion and other staff to continue to promote this issue.	For children eligible for PP funding, who are achieving expected standards in Reception and do not have a specific S&L difficulty, to further develop language skills and increase vocabulary which may enable them to exceed expected standards as they progress into Key Stages 1, 2 and beyond.	The SENCo, class teacher and TA will monitor attainment and progress of pupils targeted for support using the schools system, Target Tracker	SENCo Reception class teachers	Jun 2019
B. Higher rates of progress across KS1 in writing for all pupils in receipt of PP funding.	Pupil Premium Champion employed to work with children individually or within a group to best meet their individual needs and maximise their potential. Learning Club targeted towards children in receipt of Pupil Premium funding to provide an extra opportunity to complete homework and other school based tasks to improve their writing outcomes.	We want to provide extra support to accelerate progress in writing. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Children's progress in writing to accelerate to be inline or above their peers. Progress to be tracked half termly and monitored by HT. PP Champion liaises with staff to ensure programme of learning continues throughout the week.  The impact of attendance at learning club will be monitored through discussions with pupils, class teachers, TAs and parents.	Headteacher Pupil Premium Champion	Mar 2019
<b>Total budgeted cost</b>					£3,650

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Social and behavioural issues of PP pupils addressed.	<p>SENCo, CTs* and TA to identify and prioritise children who would benefit from ELSA intervention</p> <p>Intervention programme to be implemented for individuals/ groups of children including:</p> <ul style="list-style-type: none"> <li>• agreeing targets measurable and achievable targets</li> <li>• Reviewing progress</li> </ul> <p>liaising effective with other staff and parents,</p> <p>Use SENCO/ PP champion/ trained teaching assistant to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	The EEF* Toolkit suggests that targeted interventions matched to specific pupils with particular social needs or behavioural issues can be effective.	The ELSA's* performance will be monitored through the school's appraisal process, agreeing targets for professional development	PP champion Head teacher	Jun 2019
Increased parental engagement.	Monitoring parental attendance at events and engagement – meet parents 1:1 at alternative times to be convenient. Invite to events personally.	Increased parental engagement ensures that children see learning as valued and valuable.	Monitoring of levels of parental engagement to be reported on 3 x a year as part of Pupil Progress meetings.	PP champion Head teacher	Jun 2019
<b>Total budgeted cost</b>					£2,500

\* CT =

TA = Teaching Assistant

EEF =

ELSA =

### 3. Review of expenditure

<b>Previous Academic Year 2017-2018</b>		<b>£8,080</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
High quality first wave teaching	Sharing of PP reports, data from the Inspection Dashboard, recent Ofsted reports and Ofsted guidance with teachers and TAs will ensure quality first wave teaching for all. Teachers held to account for the outcomes of disadvantaged pupils	High Impact: PP children identified on teachers' planning. Frequent pupil progress meetings ensure interventions have an impact on learning. Greater understanding that strategies that promote learning for PP children have a positive impact on outcomes for all children.	Good outcomes for all as indicated by EYFS and KS1 data.	£1,420
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
PP children's progress and attainment to be inline or above their peers	Appointment of PP Champion to work with children individually or within a group to best meet their individual needs and maximise their potential. Learning Club targeted towards Pupil Premium children to provide an extra opportunity to complete homework and other school based tasks.	High Impact: Analysis of progress and attainment gap indicates that this approach diminished the difference in Reception and KS1 outcomes between Pupil Premium and non-Pupil Premium children during the academic year.	Good outcomes means the PP Champion will continue into 2018.  Accelerated progress in writing to be targeted for SEN action plan and the School Development Plan 2018-19	£5,900

\* ???? = School's pupil progress data management system

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Equal opportunities for all pupils to participate in school trips, events, after-school clubs	First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social and inter-personal skills, communication skills and confidence.	High impact All Pupil Premium pupils are able to participate fully in school events and trips. Pupil voices and parental feedback indicated that this helped to raise pupil self-esteem and improving confidence	Not all PP children took up the offer of this. Next year ensure that parents are made more aware by using a variety of communication methods such as email, telephone and letter.	£760
Increased attendance rates	Headteacher to monitor pupils and follow up quickly on absences. First day response provision. Headteacher to develop personal relationship with PP families to raise profile of attendance.	Number of persistent absentees for pupils in receipt of Pupil Premium funding has reduced. The last three years has seen the attendance of pupils' attendance increase from 92.94% to 96.19%. PP attendance is now over 96% and in line with 'other' pupils.	Breakfast club is having a positive impact on attendance and punctuality. Information to parents on the importance of being on time and not taking unauthorised absence.	