



Pupil premium strategy statement

1. Summary information					
School	St. Mary's Primary School				
Academic Year	2018-19	Total PP budget	£40,000	Date of most recent PP Review	11/10/18
Total number of pupils	223	Number of pupils eligible for PP	22	Date for next internal review of this strategy	11/01/19

2. Current attainment and progress exit 2018 ... exit 2017			
KS2 Exit N=	Pupils eligible for PP (National average)		Pupils not eligible for PP national average
% achieving in reading, writing and maths	71% Ex, 14% GD 56% Ex, 11% GD		(Nat 70%) (Nat 67%)
% making progress in reading	71% Ex, 14% GD 56%	+1.7 (-2.7 to +6.1) -0.4 (-4.7 to +3.9)	(Nat 80%, +0.31) (Nat 77% +0.33)
% making progress in writing	71% Ex, 29% GD 67%	+6.9 (+2.7 to +11.1) +2.6 (-1.6 to + 6.8)	(Nat 83%, +0.24) (Nat 81% +0.17)
% making progress in maths	71% Ex, 14% GD 67%	+3.9 (-0.1 to +7.9) -2.5 (-6.4 to + 1.4)	(Nat 81%, +0.31) (Nat 80% +0.28)

Note levels of significance esp. for maths. Therefore, progress outcomes are similar to 60% of other schools and average in each subject
Comparing subjects and groups where there is greater statistical significance ie group numbers 6 or more would show that Middle PA group was greatest gap to national at -3.9, however the confidence interval is (-8.1 to +0.9)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of literacy including levels of English spoken language on entry to school (from starting points at this school)
B.	Current Year 6 additional support
C.	Year 4 (2018 – 2019) – low attaining cohort, many pupils with additional needs SEN/EAL/ High levels of deprivation 70% of these in the most deprived 40% of pupils nationally
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Overall attendance and punctuality of disadvantaged pupils (PA exclusively disadvantaged pupils)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure pupils who are new to school are supported well to settle rapidly and make good progress	New pupils achieve at least expected progress within 2 terms Pupil make expected or better progress in year and upon exit from their starting points
B.	Progress of all pupils is typical (National rates measured against PA)	SLT & Governors monitor progress of all pupil groups Successful intervention will address gaps in learning/ knowledge ensuring progress is rapid within Year from individual's previous Key Stage results
C.	Year 4 cohort makes at least typical progress throughout the year across all subjects	Year 4 data shows a higher % of pupils making accelerated progress from their starting points
D.	Improve attendance rates & improve PA amongst disadvantaged & WEE Children pupils	An improved attendance from 2017 – 2018 for WEE Pupils – 95.09% An improved attendance from 2017 – 2018 for PP Pupils – 93.89% National figures 95.6% for WEE pupils (2017) National figure 94.1% for PP Pupils (2017) Lower PA rate than 2016-17 – 9.4% (Nat 11%)

5. Planned expenditure

Academic year

2018-19

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.

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?
Increase levels of English literacy from starting points for EAL pupils who are also PPP	Accurate baseline assessment on entry Induction programme 1 to 1 work	Low levels of literacy and spoken language on entry to school for some pupils – see individual baselining documents Followed up throughout the year during PP meetings	Staff trained to complete the induction Tracking of these pupils individually and as a whole group	LS Class based TA carrying out induction work £4,000	Dec 2018
Progress of Year 6 pupils is at least typical with that of PP Nationally	2 additional mornings work from HLTAs from January DHT 2 mornings per week to support maths and literacy	High levels of deprivation means end of KS2 results are vulnerable	Regular assessment of these pupils – both formally and informally Regrouping of these pupils as and when appropriate	£4,300	Jan 2019 following end of Autumn Term Data trawl
Progress of Year 4 (2018 – 2019) disadvantaged pupils is at least typical	HLTA place specially in that class in the mornings	High number of PP in this cohort – many of whom have additional needs Additional sessions for these pupils in the afternoons	PM cycle Half Termly PPM's and ongoing discussion regarding regrouping Book Looks Lesson drop ins Additional support from SENCO	£10,350	Jan 2019 following end of Autumn Term Data trawl
Increase attendance rates of PP Pupil to at least National Average for these pupils Decrease PA for all	Rates of attendance are checked weekly by attendance team WEE TA holds informal discussions with parents to stress importance of attendance	Evidence from attendance reviews from 2017 – 2018 shows this to be an area to improve to become nearer inline with national figure (95.6%)	Very close monitoring of attendance of individual pupils Phone calls home 1 to 1 support for parents from PT (where appropriate) Attendance policy used proactively to support these pupils	SLT time + attendance officer £2,000	Weekly tracking – see Excel document held in school

Music ops	Music Elsecar ensemble experience with other schools. Motivational/aspirational to perform in front of wider audiences Offer to support guitar peripatetic lesson with PADS	Observed impact of this opportunity in previous year	Music service provided through PADS and by working in collaboration with other schools	PADS Y2 recorder PADS Y3 flute £1,840	Annual music service review
Total budgeted cost					£22,490
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	When will you review implementation?
Specific support for PP pupils with EAL	Extra TA support with pupils across school especially in reading and writing development	Attainment lower in reading and writing than maths	Through analysis group monitoring	LS	PPM termly
Phonics catch up to ensure vast majority are English ready by year 2 and for those not meeting standard at end of Year 3 Additional support for pupils	TA additional input 1x per week	Low phonics scores at end of Year 1	Literacy leader monitoring	KA	PPM termly
Total budgeted cost					£2,000
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	When will you review implementation?
Use staff effectively to assist with supporting additional needs	To ensure that documentation is up to date with restraints, gather evidence for Tac and C in N meetings Liaise with TA to best support pupils	Evidence needed for outside agencies and when gathering information for EHCP's etc	Regular meetings with SENCO and Headteacher	£18,000	

Access to trips and other wider experiences linked to new curriculum implementation 2018 19	Provide opportunity to subsidise trips and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation	Previous evidence shows some PP pupils haven't accessed these at the same % as non – pp pupils (especially those with EAL)	Alert parents to this opportunity Evaluate uptake of the trips/activities Review of groups of children attending after school clubs	£1,400	
Total budgeted cost				£19,400	

6. Review of expenditure 2018-2019

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
Increase levels of English literacy from starting points for EAL pupils who are also PP	Accurate baseline assessment on entry Induction programme 1 to 1 work	Year 5 EAL and PP pupil made accelerated progress within the year in all subjects. Successful baseline assessment was carried out and individualised curriculum. Now works alongside rest of peers on same work. See internal data.	Resources from Wigan LA have been found to be useful and will continue to use.	
Progress of Year 6 pupils is at least typical with that of PP Nationally	2 additional mornings work from HLTA from January DHT 2 mornings per week to support maths and literacy Targeted after school boosters	PP progress for 2018/2019 KS2 = Child A – Mid Prior Attainer Year 6 Scaled Score R – 108, Spag – 109, M – 105, W – EXS Child B – Mid Prior Attainer Year 6 Scaled Score R - 109, Spag - 103 , M – 112, W - WTS Child C – Mid Prior Attainer (Also EAL) Year 6 Scaled Score R – 102, Spag – 111, M – 109, W - EXS	Additional small group teaching + after school group boosters is effective – continue to do these	
Progress of Year 4 (2018 – 2019) disadvantaged pupils is at least typical	HLTA place specially in that class in the mornings	10 PP children in cohort End of Year internal data Reading 40% making expected progress since end of KS 1 Writing 50% making expected progress since end of KS1 10% making accelerated progress since end of KS1 Maths 70% making expected progress since end of KS1	More closer monitoring of the progress of these pupils necessary by middle leaders as well as SLT Look at other factors having impact for these pupils – SEN needs, attendance, further discussion to be had. Parents more closely involved in	

Increase attendance rates of PP Pupil to at least National Average for these pupils Decrease PA for all	Rates of attendance are checked weekly by attendance team WEE TA holds informal discussions with parents to stress importance of attendance	Attendance figure for PP 2018/2019 -	A closer track will be kept of attendance of PP children for year 2019/2020. New attendance policy written and shared.	
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ii. Targeted support

Desired outcome	Chosen action/approach	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
Specific support for PP pupils with EAL	Extra TA support with pupils across school especially in reading and writing development	Year 5 EAL and PP pupil made accelerated progress within the year in all subjects. Successful baseline assessment was carried out and individualised curriculum. Now works alongside rest of peers on same work. See internal data.	Resources from Wigan LA have been found to be useful and will continue to use.	
Phonics catch up to ensure vast majority are English ready by year 2 and for those not meeting standard at end of Year 3 Additional support for pupils	TA additional input 1x per week	75% of year, 2 children passed phonics retake. One child who did not pass made significant progress in phonics score at the end of the year.	Two Year 2 children currently working on phonics 2019/2020. Support will be in place to ensure phonics catch up.	

iii. Other approaches -

Desired outcome	Chosen action/approach	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

<p>Use staff effectively to assist with supporting additional needs</p>	<p>To ensure that documentation is up to date with restraints, gather evidence for Tac and C in N meetings Liaise with TA to best support pupils</p>	<p>Staff accessed a range of training throughout the year to be able support with additional needs: ASD training, reading fluency. Evidence was gathered for Tac and C in N meetings and all went ahead successfully. One family escalated from C in N to PLO</p>	<p>Continue to use this approach – discussions with outside agencies and parents especially important for consistency</p>	
<p>Access to trips and other wider experiences linked to new curriculum implementation 2018 19</p>	<p>Provide opportunity to subsidise trips and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation</p>	<p>All trips were subsidised enabling children to fully access the curriculum.</p>	<p>Continue to use this approach. Curriculum is a focus for year 19/20. Trips and other wider experiences will continue and will link closer to new curriculum intent.</p>	