**Pupil premium strategy statement** 

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| 1. **Summary information** | | | | | |
| **School** | St. Mary’s Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £27,700 | **Date of most recent PP Review** | 15/1/18 |
| **Total number of pupils** | 218 | **Number of pupils eligible for PP** | 21 | **Date for next internal review of this strategy** | 23/1/18 |

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| 1. **Current attainment and progress exit 2017** | | | |
| KS2 Exit N=9 | *Pupils eligible for PP (National average)* | | *Pupils not eligible for PP national average* |
| **% achieving in reading, writing and maths** | 56% Ex  11% HS |  | (Nat 67%) |
| **% making progress in reading** | 56% | -0.4/ Nat (-4.7 to +3.9) | (Nat 77% +0.33) |
| **% making progress in writing** | 67% | +2.6/ Nat (-1.6 to + 6.8) | (Nat 81% +0.17) |
| **% making progress in maths** | 67% | -2.5/ Nat (-6.4 to + 1.4) | (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)

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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 of literacy including levels of English spoken language on entry to school (from starting point at this school) | |
|  | | Current Year 6 – cohort has over a third of pupils (42%) in most deprived 20% of pupils nationally (IMDCA) | |
| **C.** | | Year 3 (2017-18) – low attaining cohort – several additional needs SEN/ EAL/ High deprivation 70% in most deprived 40% of pupils nationally (IMDCA) | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Overall attendance and punctuality of disadvantaged pupils (PA exclusively disadvantaged pupils) | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Ensure pupils who are new to school are well supported to settle rapidly and make good progress | | New pupils achieve at least expected progress within 2 terms  Pupils make expected or better progress in year and upon exit from their starting points |
|  | 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 |
|  | Year 3 cohort makes at least typical progress throughout year across all subjects | | Year 3 data shows a higher % of pupils are making accelerated progress from their starting points |
|  | Improve attendance rates & improve PA amongst disadvantaged & WEE Children pupils | | An improved attendance from 2016-17 for WEE Pupils – 91.75%  An improved attendance from 2016-17 for PP Pupils – 94.6%  National figures 95.6% for WEE pupils  National figure 94.1% for PP Pupils  Lower PA rate than 2016-17 – 9.4% (Nat 11%) |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| 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?** |
| Increase levels of English literacy from starting points for EAL pupils | 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 | Staff trained to complete the induction | LS  Class based TA carrying out induction work  £4,000 |  |
| Progress of Year 6 pupils is typical | Additional 2 days from experienced Year 6 teacher  2 additional mornings work from HLTA from January | High level of deprivation means end of Key Stage 2 results are vulnerable | Regular assessment of these pupils – both formally and informally  Regrouping of these pupils as and when appropriate | 2 x 0.5  2 x 0.5  c. £12,000 |  |
| Progress of Year 3 disadvantaged pupils is at least typical | Additional support staff working with this cohort to meet broad range of needs – EAL, SEN (including EHCP) | End of Key Stage 1 results showed lower attainment than is usual  Make up of cohort shows several vulnerabilities – SEN, EAL, | PM cycle  Termly PPM’s + ongoing discussions  Book scrutinies  Lesson observations | 0.5 x scale 2 TA  £4,000 |  |
| Increase attendance rates of WEE pupils and 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 2016 - 2017 shows this to be an area to improve to be come 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 |  |
| 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  £3,000 | Annual music service review |
| **Total budgeted cost** | | | | | £23,000 |
| 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?** |
| 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 |  | 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 |  | PPM termly |
| **Total budgeted cost** | | | | | £2,000 |
| 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?** |
| Enterprise Y5|Y6 | To provide additional speaking and listening opportunities  Opportunities for public speaking | To provide opportunities for all beyond sporting and musical activities | Stakeholder feedback | JM | Trust booking for 2019 |
| Wellbeing leader | 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 | EC |  |
| Access to trips and other wider experiences linked to new curriculum implementation 2017-18 | 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** | | | | | £17,500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18 £27,700** | | |
| 1. **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 | Accurate baseline assessment on entry  Induction and buddy programme  1 to 1 work | Yes – staff more aware of need to complete this document and its usefulness  Buddying programme very helpful in assisting with their social and emotional settling into school | Key document to complete is the initial assessment of these pupils – gives clear starting point and next steps  Use the buddy system for non\_EAL pupils | £20,000 |
| Progress of Year 6 pupils is typical | Additional 2 days from experience Year 6 teacher  2 additional mornings work from HLTA from January through to SATS | Increased confidence for the pupils in their ability resulting in higher levels of attainment and progress  RWM combined 76% at expected + … 21% above  Reading progress measure +0.3 scaled score 105  Writing progress measure +2.3  Maths progress measure +1.2 scaled score 105  GPS scaled score 107 | School to aim to continue to have additional staff working with Year 6 to support their well being as well as academic success – more time to talk issues through.  Importance of involving parents in this process too |
| Progress of Year 3 disadvantaged pupils is at least typical | Additional support staff placed to work with this cohort to meet the broad range of their needs | Increased confidence in own ability as evidenced through discussions with pupils, staff and parents  Some impact made for these pupils but more work to be carried out – add to 2018/2019 plan | Continue to monitor this cohort – HLTA placed in Year 4 (18/19) to add additional support for their learning in a morning |
| 1. **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** |
| Increase attendance rates of WEE pupils and PP Pupils to at least National Average for these pupils | Rates of attendance checked weekly by attendance team  Governors made aware of ongoing results of this work  TA to hold informal discussions with parents to stress the importance of attendance | WEE pupils  2016 – 2017 attendance figure 91.75%  2017 – 2018 attendance figure 95.1% (national 95.6%)  PP Attendance  2016 – 2017 attendance figure 94.61%  2017 – 2018 attendance figure 93.89% (national 94.1%) | Continue to closely monitor rates of attendance regularly as this did impact on the attendance of these pupils, - very specifically targeting this  Continue to monitor this closely in 2018 – 2019 | SLT time and attendance officer |
| 1. **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** |
| To ensure that documentation is up to date with restraints, gather further information for TAC and C in N meetings etc | EC role developed to PSA at Spring Bank  Regular meetings with wellbeing leader/SENCO and HT (where appropriate) ensured that all staff were aware of best methods to deal with the pupils | More formalised links to be made across the Trust to share good practice  Close watch kept on vulnerable pupils – EAL pupils and those under social care etc. | Importance of ensuring all information is logged and relevant people are kept informed – within school and beyond. | Wellbeing leader role |