



St Mary's Pupil Premium Strategy Statement



1. Summary information					
School	St Mary's CE Infant School				
Academic Year	2019/1920	Total PP budget	£8,780	Date of most recent PP Review	October 2019
Total number of pupils	86	Number of pupils in receipt of Pupil Premium (including SCP 4)	9	Date for next internal review of this strategy	October 2020

2. Outcomes 2018-2019

Pupils in receipt of pupil premium funding achieved well against the objectives set for 2018-19.

Numbers of pupils in receipt of funding at St. Mary's are small, therefore the data is not statistically reliable, and it may be possible for pupils to be identified. As such, and with the agreement of the governing body, data for attainment and progress in EYFS and Key Stage 1 are not published here. Our school's Christian vision drives all that we do, and the positive impact of pupil premium funding were noticed, not just in achievement, but also in improved pupil confidence, pupil attendance (particularly through the use of free places at breakfast club), and parental engagement. At St Mary's we continuously review the performance of our children in receipt of pupil premium funding and this continuous cycle of qualitative and quantitative analysis ensures the funding is used to maximum benefit.

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills and breadth of vocabulary acquisition in Reception are lower for pupils in receipt of PP funding than for other pupils. This slows reading progress in subsequent years.
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	
C.	Exposure to cultural experiences is lower than that of 'other' pupils. This limits experiences and may restrict future options.
D.	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.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills and exposure to vocabulary 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.	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).
C.	Increased awareness of life and cultural opportunities	Pupil voice indicates that pupils have broadened their knowledge of sporting opportunities, and have developed their team building and leadership skills.
D.	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	2019/20				
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?
Improved oral language skills in Reception	<p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining pupils in Reception</p> <p>Staff training on 'Closing the Vocabulary Gap'</p>	<p>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.</p> <p>Hurst shows how vocabulary development can impact upon children's progress across key stages.</p>	<p>The Reception teacher will monitor the effectiveness through the use of Development Matters and the Early Years outcomes in speaking and listening.</p> <p>The SENCo/ Headteacher and ODST adviser will monitor the effectiveness of quality first teaching in vocabulary acquisition through learning walks, lesson observations, work scrutiny and discussions with pupils.</p> <p>100% of EYFS pupils to make at least 6 steps of progress in writing.</p>	Head teacher Class teacher	June 2020

	Pre-teaching of vocabulary linked to curriculum topics including maths and science	PP funding will be invested in developing strategies which will help all pupils improve their vocabulary.	75% of Key Stage One pupils to make at least 6 steps of progress in writing.		
Increased awareness of life and cultural opportunities to aid pupils in securing success in the next stage of their education and adulthood.	<p>Ensuring that our school vision drives our provision for pupils in receipt of Pupil Premium.</p> <p>Programme of curriculum and extra- curricular activities enables children to become their best selves.</p> <p>Introduction of The St. Mary's Adventure Plus Award.</p>	Bourdieu's theory of cultural reproduction highlights that children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital. Therefore, through our vision, we want to ensure that the development of cultural capital is integral to our curriculum.	<p>The PE Leader will liaise with the team at Adventure Plus to create a bespoke programme of activities that broaden experiences and also develop personal skills of resilience teamwork, confidence and 'stick ability'.</p> <p>The programme will be reviewed termly through parent and pupil surveys.</p>	Head teacher, PE Lead	June 2020
Total budgeted cost					£4,230

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?
Improve oral language skills for pupils eligible for PP in Reception class.	<p>1:1 and small group provision of speaking and listening activities for children in Reception.</p> <p>Time with PP champion and other staff to continue to promote this issue.</p> <p>Pupil Premium Champion employed to work with children individually or within a group to best meet their individual needs and maximise their potential.</p>	<p>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.</p> <p>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.</p>	<p>The SENCo, class teacher and TA will monitor attainment and progress of pupils targeted for support using the school's system, Target Tracker.</p> <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p>	SENCo Reception class teachers	Jun 2020
Total budgeted cost					£1,300
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?
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"> agreeing targets measurable and achievable targets Reviewing progress <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 2020

Increased parental engagement.	Monitoring parental attendance at events and engagement – meet parents 1:1 at alternative times to be convenient. Invite to events personally. Early identification and dedicated support for vulnerable families.	Increased parental engagement ensures that children see learning as valued and valuable. Early identification seen as pivotal in providing bespoke, long term provision.	Monitoring of levels of parental engagement to be reported on 3 x a year as part of Pupil Progress meetings. ELSA (nurture support) to join Reception team to help the early identification of vulnerable families and provide personalised assistance throughout their time at St. Mary's.	PP champion Head teacher	Jun 2020
Total budgeted cost					£3,250

3. Review of expenditure

Previous Academic Year 2018-2019	£8,080				
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
High quality first wave teaching	Sharing of PP reports, data from ASP, Inspection Dashboard, recent Ofsted report 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
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
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 2019/20. Accelerated progress in writing to be targeted for SEN action plan and the School Development Plan for 2019-20	£5,900

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
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 can 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.	