

Pupil premium strategy statement

1. Summary information

St Mary's CE (A) First School					
Academic Year	2018-19	Total PP budget	£36,960	Date of most recent PP Review	Sept 2019
Total number of pupils	193	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Sept 2020

2. Current Progress and Attainment

	July 2019	Better than expected progress
% of pupils making expected progress in Reading	92%	68%
% of pupils achieving end of year expectations in Reading	64%	
% of pupils making expected progress in Writing	88%	68%
% of pupils achieving end of year expectations in Writing	68%	
% of pupils making expected progress in Maths	88%	64%
% of pupils achieving end of year expectations in Maths	64%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Oral language skills are low on entry and this has an impact on progress and attainment for children as they move through the school.
B.	High attaining younger children have weak comprehension skills. This prevents sustained progress in subsequent years.
C.	Children's mental arithmetic is weak and the children are over-reliant on concrete or simple strategies to support using and applying in mathematical problems.
D.	Some children struggle to maintain appropriate attention levels, which can affect learning behaviour and social and emotional development.

External barriers

E.	Attendance rates for some pupils have an impact on their progress and attainment.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for children eligible for pupil premium in the early years.	Pupils eligible for pupil premium in reception class make rapid progress by the end of the year so that children eligible for pupil premium meet age related expectations.

B.	Sustained rates of progress throughout the school for high attaining children eligible for pupil premium. Intervention provided to embed comprehension skills and develop cognitive language.	Children identified as high attaining sustain their progress throughout the school. This is measured through teacher assessment, standardised test scores and differentiation of objectives and outcomes through intervention and precision teaching.
C.	Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these.	Children confidently and competently select the most appropriate mental arithmetic strategy when completing mathematical problems. Power Maths is introduced to support progress and mastery.
D.	Teachers will provide early intervention programmes to develop attention and concentration levels. Intervention to promote positive behaviour and develop social and emotional skills.	Children meet ELG in Listening & Attention, Making Relationships and Managing feelings and Behaviour in the Early Years and throughout Year 1. Progress is monitored in subsequent years and intervention is continued for those children who find it more difficult.
E.	Increased attendance rates for children eligible for pupil premium.	Overall pupil premium attendance improves so that it is in line with 'other' pupils.

5. Planned Expenditure					
Academic Year		2019-20			
How we 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?
Improve oral language skills for children eligible for pupil premium in the early years.	Regular talk for writing activities with extra opportunities to recap and develop skills Speech & Language Intervention for identified pupils Story sacks to enable pupils to develop story-telling, story language and speaking, listening and attention skills.	We want to invest some of the pupil premium in high impact, longer term change which will help all pupils. In house evidence following the introduction of talk for writing, after research by the subject leader, has shown that children acquire and use new vocabulary and increase their ability to retell stories and retain factual information which improves creative writing.	Use staff training time to deliver input. Peer observations to support embedding Talk for Writing throughout school. Monitoring by subject leaders will look at teacher planning and match this to children's books.	EYFS Lead English Lead	February 2020
Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these.	Staff training and monitoring to ensure quality first teaching and intervention to develop a range of mental calculation strategies that start in the EY. Introduction of Power Maths across the whole school.	In house assessment activities have shown that children are being taught a variety of strategies and confidently using a range of strategies without the guidance of the teacher. Mastery and greater depth alongside talking and reflecting is a big part of the Power Maths objective.	Use staff training time to deliver Power Maths training and support for staff. Peer observations to support embedding a range of mental calculation strategies throughout school. Monitoring by subject leaders will look at the delivery and success of Power Maths.	Maths Lead	termly
Sustained rates of progress throughout the school for high attaining children eligible for pupil premium	CPD on providing stretch, challenge and deeper understanding for the most able children throughout the school.	Due to comprehension skills and language acquisition, high attaining pupils in receipt of pupil premium are not sustaining their progress in reading, writing and maths. Staff training will look at developing children's vocabulary and	Use INSET and CPD opportunities to deliver training. Peer observations to support the embedding of reciprocal reading, and monitoring of activity.	SLT	February 2020

		comprehension skills through reciprocal reading. EEF toolkit suggests collaborative learning will have an impact on children's learning.	Moderation activities of children's books.		
Total Budget Cost					£2500
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?
Power Maths develops a range of mental arithmetic strategies children are provided with more opportunities to talk about, reflect and apply these.	Daily planned opportunities for using and applying in maths so that children become confident and competent at choosing the most effective strategy. Target 1:1 or small group precision teaching to support children who are struggling to learn concepts or apply their knowledge.	Monitoring in the past has shown that children are not always using the most appropriate strategy for solving a problem. Monitoring has shown that children are not recalling number bonds or using known facts to support finding the answer to a calculation. Children need more opportunities to talk about maths.	Booklets will be sent home to support parents working with children on their maths homework. Family learning events will support parental engagement. Monitoring of planning and books. Staff development opportunities to support subject knowledge.	Maths Lead SLT	termly
Sustained rates of progress throughout the school for high attaining children eligible for pupil premium	Target 1:1 or small group provision to develop comprehension skills and oral skills. Support and intervention to promote social, emotional and positive behaviour development.	Research via the EEF Toolkit suggests comprehension activities and parental involvement will impact upon pupil progress. Children with poor social, emotional and behaviour skills often have low attention levels, low self esteem and struggle with positive relationships.	Family learning events will support parental engagement. Monitoring of planning and books. Staff development opportunities to support subject knowledge, including health, well-being and managing behaviour.	SLT	termly
Improve oral language skills for children eligible for pupil premium in the early years.	Target 1:1 or small group work to develop attention, speaking, listening and understanding.	Precision teaching will ensure that children are provided with small steps in learning and constant repetition to develop their language skills. Research via EEF Toolkit suggests oral language interventions will impact upon pupil progress.	Continuing to embed previous training on developing language acquisition. Progress will be monitored.	SLT EYFS Lead	termly
Total Budget Cost					£30,000
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?
Increased attendance rates for children eligible for pupil premium.	Attendance officer contacts parents before 9.30am.	We cannot improve attainment and progress for children if they aren't attending school. NfER briefing for	Identified children's parents are contacted first.	HT	termly

	Fortnightly monitoring of attendance of children with attendance below 95%. Parents of children with a falling level of attendance will receive a series of letters if the attendance does not begin to rise.	school leaders identifies addressing attendance as a key step.	The first letter is sent out in a timely manner and quickly followed up with an invite to an attendance clinic with the Education Welfare Worker and the Head Teacher. Regular monitoring will check that the attendance officer is quickly identifying children that are a cause for concern.		
Total Budget Cost					£1020

6. Review of expenditure																						
Academic Year		2018-19																				
i. Quality of teaching for all																						
Desired outcome	Chosen action / approach	Estimated impact: Did we meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																		
Improve oral language skills for children eligible for pupil premium in the early years. Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these.	Talk for Writing Modelled language in Role Play Speech Intervention (supported by SALT) Range of mental strategies taught and used. Planned opportunities to apply mental strategies	<u>Age Related Expectations</u> <table><tr><td>Non PP Pupils</td><td>Entry (PP)</td><td>Exit (PP)</td></tr><tr><td>Listening & Attention:</td><td>17.9% (0%)</td><td>84.6% (66.6%)</td></tr><tr><td>Understanding:</td><td>25.6% (0%)</td><td>82% (66.%)</td></tr><tr><td>Speaking:</td><td>25.6% (0%)</td><td>87.1% (66.6%)</td></tr></table> The activities to promote language and communication in the classroom improved data for all pupils. There was less impact for one PP pupils due to additional needs, which required a greater, extended intervention for. Talk for writing was introduced and had a positive impact on oral skills as well as writing skills. A range of mental strategies were introduced and opportunities were noted in the planning. The confidence level for pupils was much improved. Support and intervention will continue in Year 1. <u>Age Related Expectations</u> <table><tr><td>Non PP Pupils</td><td>Entry (PP)</td><td>Exit (PP)</td></tr><tr><td>Number</td><td>: 36% (33.3%)</td><td>74.3% (33.3%)</td></tr></table>	Non PP Pupils	Entry (PP)	Exit (PP)	Listening & Attention:	17.9% (0%)	84.6% (66.6%)	Understanding:	25.6% (0%)	82% (66.%)	Speaking:	25.6% (0%)	87.1% (66.6%)	Non PP Pupils	Entry (PP)	Exit (PP)	Number	: 36% (33.3%)	74.3% (33.3%)	All approaches will continue in the next school year. All new strategies and interventions will continue to be embedded in classroom practice. Power Maths will be introduced. Data will be monitored to ensure all pupils are given the opportunity to improve oral language skills and mental arithmetic skills.	£3000 Training Power Maths Planning Delivery to small groups and individuals
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Sustained rates of progress throughout the school for high attaining children eligible for pupil premium	Maths training - depth, challenge and mastery for high attaining pupils. Staff meetings to upskill staff Moderation activities Reciprocal Reading Approach	Success Criteria met - Maths training and moderation continues into the next academic year alongside the introduction of Power Maths. Reciprocal Reading is continuing to be embedded.	Continue to provide opportunities for depth, challenge and mastery in Maths and English.																			
ii. Targeted support																						
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A range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these.	Precision Teaching Small group intervention & support 3 o'clock club - KS2 mental strategy intervention	Precision Teaching has had a positive impact on those children who needed a more personal and differentiated approach to their learning. Some pupils have (PP and non-PP) benefitted from small group intervention and support to close gaps in learning, boost particular skills and build confidence. The positive impact has been seen for most children. Some children have a Learning Passport and a more personal intervention plan has been required.	This approach will continue as the impact has been positive.	£15000
Sustained rates of progress throughout the school for high attaining children eligible for pupil premium	Individual challenges Small group challenges	Success Criteria met - high attaining pupils have made expected progress and better. Challenges have been provided to ensure children are increasing their knowledge, depth and mastery.	Continue to provide opportunities for depth, challenge and stretch in Maths and English.	£3000
Improve oral language skills for children eligible for pupil premium in the early years.	Language Steps 1:1 Speaking & Listening Intervention 1:1 and small group. Precision Teaching - vocabulary and language development 1:1	The activities to promote language and communication in the classroom improved progress and attainment for all pupils. There was less impact for PP pupils due to additional needs, which required a greater intervention and continued Precision Teaching. Talk for writing was introduced and had a positive impact on oral skills as well as writing skills. A range of mental strategies were introduced and opportunities were noted in the planning. The confidence level for pupils was much improved.	Continue to promote oral language and provide communication opportunities, precision teaching and intervention in Speech & Language, Attention and Listening and acquisition of vocabulary.	£8000
Total Budget Cost				£29,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did we meet success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for children eligible for pupil premium.	Identified children's parents are contacted first. The first letter is sent out in a timely manner and quickly followed up with an invite to an attendance clinic with the Education Welfare Worker and the Head Teacher. Regular monitoring will check that the attendance officer is quickly identifying children that are a cause for concern.	Of the children in receipt of pupil premium still registered with the school in July 2019, the average attendance was 97.55%. All of these children had attendance above 90%. 80% of the children had attendance above 95.75%. Work was carried out to support the attendance of a small group of children with attendance below 90% at any point in the year.	Engage the use of the EWW as soon as possible to carry out home visits, or to make contact	£1020