

Pupil premium strategy statement

School overview

Metric	Data		
School name	St Mary’s CEVA Primary School - Yate		
Pupils in school	330		
Proportion of disadvantaged pupils	Total	30	9%
	FSM / Ever 6 –	24	7%
	LAC	3	1%
	Service	1	
Pupil premium allocation this academic year	Total Budget:		£41,520
	Pupil Premium		£34,320
	LAC		£6900
	Service		£300
Academic year or years covered by statement	Sep 2019 – July 2020		
Publish date	October 2019		
Review date	July 2020		
Statement authorised by	Bethan Scriven		
Pupil premium lead	Natalie Lane		
Governor lead	Sam Holman		

Disadvantaged pupil scores for last academic year KS2

	EYFS (1 child) GLD - 0	Year 1 Phonics (4 children) Passed - 50%	KS1 (4 children)	KS2 (8 children)
Reading attainment	Emerging	N/A	50%	75%
Writing attainment	Emerging	N/A	75%	87.5%
Maths attainment	Emerging	N/A	50%	62.5%

RWM attainment	N/A	N/A	50%	63%
Reading progress	N/A	N/A	N/A	-1.9
Writing progress	N/A	N/A	N/A	1.1
Maths progress	N/A	N/A	N/A	-1.5

Strategy aims for disadvantaged pupils

Measure		Score
Meeting expected standard and high standard at KS2, KS1, Year 1 phonics and EYFS GLD		Outcomes for PP children will be in line with national outcomes. Gaps between PP and non-PP children will diminish.
Children and families are supported where there are further / multiple barriers to learning: SEND, vulnerability factors, etc.		Barriers to learning are recognised, targeted and supported for individual children. Outside agency support is used as appropriate.
Spending Priorities for Disadvantaged Pupils		
Measure	Activity	
Priority 1	Appropriate intervention (Wave 1, 2 and 3) to support children who fall into multiple groups (SEND, SEMH, learning behaviours, vulnerable families).	
Priority 2	Develop behaviour for learning so that poor choices impact less on teaching and learning.	
Barriers to learning these priorities address	Interventions are not clearly targeted to need. Difficulties to track and measure the impact of 'softer' interventions. Consistent systems across school to align expectations and behaviour management. Teachers and TA's feeling supported by leadership to address challenging behaviours.	
Projected spending	£30,933 Better behaviour project = £600	

	Behaviour Support = £5000 1:1 TA = £5950 SLT time = £11,123 Pastoral TA = £8260
EEF toolkit strategies which inform the PP strategy	Social and emotional learning +4 Sports participation +2 Behaviour intervention +3 Feedback +8 Homework +2 Individual Instruction +3 Metacognition and self-regulation +7 Phonics +4 Peer tutoring +5 Parental engagement +3 Outdoor learning +4 Oral language intervention +5 Reading comprehension strategies +6 Small group tuition +4 1-1 tuition +5

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading, Writing and Maths	Ensure the school tracking system allows subject leaders and PP lead to track and monitor impact of provision and outcomes for PP children when undertaking monitoring activities. Develop the use of effective feedback, both verbally and high quality written, to inform children's next steps. Ensure all children are confident in engaging in their learning, answering questions and participating in a relevant curriculum.	July 2020
Other	Regular monitoring by leaders and subject leaders with a focus on provision for PP children.	July 2020
Projected spending	Total = £10,436.50 Curriculum Development leadership time = £3000 Teaching and Learning consultant x 5 days = £1875	

	Pupil Premium leadership time = £5561.50	
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Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that interventions are SMART and linked to AfL (eg. children who did not pass Yr1 phonics screening check) so that adults maximise every opportunity to pre-teach, consolidate learning and fill gaps.
Priority 2	Children who enter the school mid-year are quickly transitioned, assessed and inducted into school and parents are informed of school expectations for their children.
Barriers to learning these priorities address	<p>No clear policy to formalise processes for New Joiners.</p> <p>That new joiners do not experience high quality transition and introduction to St Mary's to ensure the journey of learning continues uninterrupted.</p> <p>Differing assessment processes and benchmarking across schools and poor transition of records and tracking.</p> <p>Interventions are linked to identified need (ie. pre-teaching, filling gap, addressing misconceptions) and are time constrained with evident impact on learning.</p>
Projected spending	<p>Total = £1365</p> <p>SENCO Leadership time - £1365</p>

Wider strategies for current academic year

Measure	Activity
Strategy 1	Children have their basic needs met, feel safe, are in school and are supported to overcome difficulties in managing behaviours and their SEMH.
Strategy 2	All children have the opportunity to engage in wider learning opportunities and this is supported by the school including equity of internet access.
Barriers to learning these priorities address	<p>Children do not have the opportunity or resources to engage in home learning.</p> <p>Parents do not feel that they are able to support in home learning activities.</p>

	<p>Children do not experience stable or secure home environments where adults can meet their basic needs.</p> <p>Children do not attend school, have regular absences or lateness.</p>
Projected spending	<p>Total = £6133.07</p> <p>Breakfast Club = £2254</p> <p>School trips = £2410.07</p> <p>Music lessons = £976</p> <p>Swimming lessons = £48</p> <p>After school clubs = £445</p>

Monitoring and Implementation

*overall monitoring by EHT, HT, DHT and Governing body (including PP Governor).

Area / Monitoring	Challenge	Mitigating action
Teaching - SLT	That adults do not have high enough expectations for all children.	Whole school development around QFT – development of Teaching and Learning Guide
Targeted support – SENCO / PP Lead	That intervention is not closely matched to identified learning need.	Regular pupil progress meetings and impact monitoring.
Wider strategies	Difficulty in measuring impact of more 'nurture' based support.	Use other indicators ie. Individual plans, working with other agencies, pupil voice, attendance figures.

Review: last year's aims and outcomes

Aim	Outcome
To ensure good outcomes at the end of YR	80% of children got expected GLD in 2019. There was only 1 child in receipt of Pupil Premium in 2018/19 and this child made good progress from his baseline, but did not make GLD.
To improve progress and attainment in mathematics, particularly in Year 3 and 4 and those with SEND.	Across the last two years Pupil Premium children in Y3 and 4 have outperformed Non Pupil Premium children by an average of 0.2 steps. Pupil Premium children that are also on the SEN register made at least expected progress in Y3/4.

<p>To ensure that children joining the school have a smooth transition and make good progress.</p>	<p>We had one Pupil Premium joiner in 2018-2019. According to the child's parent, she feels like her child has made good academic progress since starting at St Mary's school and has gone from a non-reader to a reader during her time in Y3. Although the parent reported that her child has suffered with anxiety since changing schools, she says that the pastoral support that her child has been given helped her child to settle.</p>
<p>Improve the achievement in English for pupils eligible for Pupil Premium by impacting on phonics, reading and writing.</p>	<p>Targeted support and quality first teaching enabled children to make good progress towards their targets in early reading, phonics and English across the school.</p> <p>Over 3 years, 78% of pupil premium children made the phonics threshold, compared to a LA average of 68%.</p> <p>In Year 2, 67% of our pupil premium children met the expected standard in Reading and Writing, which was above the LA.</p> <p>In Year 6, 75% of our pupil premium children met the expected standard in Reading and 88% in writing, both of which were above the LA.</p>
<p>To support children in being ready to learn and have greater resilience in their learning.</p>	<p>Whilst resilience is a continuing area to develop across the school, regular learning walks show that children are being supported through daily practise, as well as through a range of specific strategies. In the first week of Term 1, each class plans lessons focussing on developing growth mind-set in their children and this is then continued weekly through PSHE lessons. As part of our new 'Connected Curriculum', children are supported to develop and use 'Brave Change-maker' skills in their learning, for example 'self-awareness and reflection', 'managing change', 'cooperation and conflict resolution' and 'making decisions'. All children have session on the Life Bus and our Y6 children visit the life skills centre in Bristol.</p>

	<p>All staff have had Emotion Coaching training and the approach is embedded in our daily practise when supporting children to deal with their emotions in a range of situations.</p> <p>A behaviour specialist works with our most vulnerable children once a week in which they engage in dog therapy and counselling sessions to support their emotional and behavioural needs.</p> <p>Designated TA's are timetabled to support children with their pastoral needs twice a week.</p> <p>Staff are working with Y5/6 children to develop their resilience and leadership skills through play leading with EYFS and KS1 children.</p>
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