

ST. MARY'S, YATE

Pupil Premium Strategy 2018-19

Research data, given to the Government, states that the social background of a child is a deciding factor in their achievement and future prospects. The data states that, 'In a fair society, it is the Government's responsibility to close the gap in achievement, where the children from less well-off backgrounds are less likely to leave school with five good GCSEs,' compared to their more well off classmates. Research has also suggested that children who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

Consequently, the Government has allocated extra funding, known as Pupil Premium, which is to be targeted towards pupils who fall into this category. There is also additional funding for looked after children and the children of armed forces personnel. Schools are permitted to spend the funding as they see fit, however they are held accountable for how they have used the additional funding to support these pupils.

At St. Mary's we are committed to use research-based strategies in raising attainment and aspirations for our most disadvantaged children. We recognise that research carried out by nfer has identified seven building blocks that are common in schools which are more successful in improving the outcomes for disadvantaged groups. We use these building blocks to shape the work we do at St. Marys.

1. Whole-school ethos of attainment for all:
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all:
Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs:
Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively:
Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership:
Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



1. Summary information																					
Total Budget: £36960				8.5% PP				Date of most recent review: December 2018													
Number of children on roll: 330				Number of children eligible: 28				Date for next review: April 2019													
2. Current attainment Ass. Point 1 2018-19 (October)								Pupils eligible for PP						Non Pupil Premium							
								R	Y1	Y2	Y3	Y4	Y5	Y6	R	Y1	Y2	Y3	Y4	Y5	Y6
Number of PP children								1	3	3	5	4	3	9	44	42	57	40	41	42	36
% of children achieving expected level Reading								0	0	67	80	100	67	78	82	45	23	83	95	86	97
% of children achieving expected level Writing								0	0	0	40	75	67	?	71	52	25	60	88	71	?
% of children achieving expected level Maths								0	100	100	80	50	67	89	71	100	91	75	88	86	97
% of children achieving expected level Reading, Writing & Maths								0	0	0	40	50	67	56	64	38	16	58	81	71	79
progress Reading										5.7	6.3	7.3	6.3	6.4			5.6	4.9	7.3	6.5	7.3
progress Writing										5.7	4.8	6.5	6.7	5.1			5.9	5.7	7.4	6.7	5.8
Progress Maths										5.7	5.8	5.8	5.3	5.8			5.9	4.4	5.4	5.6	6.3
3. Barriers to future attainment (for PP children)																					
Internal Barriers																					
<div>1. A number of PP children who also have SEND, attachment or are have vulnerable mental health, which often impacts on children’s learning.</div> <div>2. Some children find it difficult to remember and recall information. This particularly impacts their progress and attainment in mathematics.</div> <div>3. Limited life experiences and opportunity impacts on their understanding and can be a barrier to attainment in writing and in reading.</div> <div>4. PP children often start reception with a lower baseline (in prime areas) than non-pupil children.</div> <div>5. Many of our PP children join the school later than reception. 1:3 KS2 pupils have joined us from another school.</div>																					
External Barriers																					
<div>1. Many of our PP children live in unsettled homes or between homes. Many lack routines meaning they are late to school and do not complete home learning tasks.</div> <div>2. Some of our PP children’s parents lack aspiration for their children. They may have low aspirations for themselves or some do not have the basic skills required to support their child’s learning or maintain employment.</div>																					
Intended Outcomes												How they will be measured									
1.	To ensure good outcomes at the end on reception.											The gap between pp and non-pp is narrowed when looking at a 3 year average.									
2.	To improve achievement and progress in Mathematics particularly in years 3 and 4 and those with SEND.											100% of children make at least 6 steps progress in their learning at 75% are achieving ARE									
4.	To ensure that children joining the school have a smooth transition and make good progress.											In their first year, children make at least the equivalent of 1 step progress per term. Children have a sense of belonging to									

		the St. Mary's community.
5.	To improve achievement in English for pupils eligible for pupil premium by impacting on reading and writing attainment.	100% of children make at least 6 steps progress in their learning at 75% are achieving ARE
6.	To support children in being ready to learn and to have greater resilience in their learning.	Children have a positive attitude to their learning. They are focused in lessons and have confidence to tackle tasks with a greater level of challenge.

Review of Expenditure: Previous Academic Year

Quality of teaching for all

Desired Outcome	Action	Estimated impact	Lessons Learned	Cost																				
Lessons are judged to be at least good with an increased number having outstanding features.	<ul style="list-style-type: none"> Directed questioning, modelling and explanations. Opportunities for dialogue between learners ensuring that PP children work with children who can extend their thinking and demonstrate positive learning behaviours. Opportunity for pupils to respond to marking. Ambitious targets and expectations. Regular and authentic praise. Opportunity for pupils to take risks. Seating plans carefully considered. Identified on planning. 	The most successful examples showed that all teachers have an awareness of the needs of their PP children. They used an appropriate level of questioning supported their answers to offer a greater level of challenge. Some children were aware of the next steps in their learning but not all. All teachers and TAs offered specific praise to PP children.	<p>Whilst all teachers are using targeted questions not all are providing challenge through supplementary questions. There is now consideration of ensuring provision different learning s to support learning but this could be developed further.</p> <p>There is not a formalised system for individual targets across the school. This would enable children to articulate their next steps with greater confidence.</p> <p>Learning partners were not always given enough consideration.</p>	£9700																				
Accelerated progress in reading, writing and maths for specific pupils.	<ul style="list-style-type: none"> Use of TAs to implement interventions for Reading, Spelling and Maths for pupils falling behind expected attainment. 	<p>Targeted intervention can be effective in raising attainment in Reading, Spelling and Maths and in developing improved confidence and attitudes to learning.</p> <p>Implementation by trained staff will ensure intervention</p>	<p>Progress Breakdown Y3, Y4, Y5, Y6 - All Pupils (180 pupils)</p> <table border="1"> <thead> <tr> <th></th><th>Pupils (%)</th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr> </thead> <tbody> <tr> <td>Pupil Premium</td><td>21 (11.7%)</td><td>12 (57.1%)</td><td>14 (66.7%)</td><td>13 (61.9%)</td></tr> <tr> <td>Not Pupil Premium</td><td>159 (88.3%)</td><td>117 (73.6%)</td><td>110 (69.2%)</td><td>102 (64.2%)</td></tr> <tr> <td>Missing Data</td><td></td><td>5 (2.8%)</td><td>5 (2.8%)</td><td>5 (2.8%)</td></tr> </tbody> </table> <p>Comparatively, the PP children have achieved better than the previous year but some haven't made sufficient progress to diminish the difference. Tighter focus needed on how we use the TAs to support PP children and</p>		Pupils (%)	Reading	Writing	Mathematics	Pupil Premium	21 (11.7%)	12 (57.1%)	14 (66.7%)	13 (61.9%)	Not Pupil Premium	159 (88.3%)	117 (73.6%)	110 (69.2%)	102 (64.2%)	Missing Data		5 (2.8%)	5 (2.8%)	5 (2.8%)	£20,600
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		is effective.	the impact of each type of intervention.																													
Improved attendance and punctuality of Pupil Premium children	<ul style="list-style-type: none">▪ Robust procedures to monitor attendance and work with families to achieve improved attendance/punctuality.▪ Follow Attendance Policy in relation to actions to improve attendance.▪ Work specifically with individual families to identify specific actions to support improved attendance.	Close work with families to identify and address barriers to good attendance, with agreed actions, targets and regular review in place impacts on improved attendance.	<p>Attendance data T1-T3 2018</p> <table><thead><tr><th colspan="2">Whole School</th><th colspan="5">Percentages</th></tr><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr></thead><tbody><tr><td>Pupil Premium</td><td>27</td><td>97.81</td><td>1.84</td><td>0.35</td><td>1.23</td><td>0.18</td></tr><tr><td>Not Pupil Premium</td><td>303</td><td>97.68</td><td>1.64</td><td>0.68</td><td>0.41</td><td>0.07</td></tr></tbody></table> <p>Attendance for PP children is line with or above that of non PP children.</p> <p>PP lateness remains above that of non-pp children.</p>	Whole School		Percentages						Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	27	97.81	1.84	0.35	1.23	0.18	Not Pupil Premium	303	97.68	1.64	0.68	0.41	0.07	£2300
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Improved attitudes to learning and well-being (for targeted children) so that pupils are ready for learning.	<ul style="list-style-type: none">▪ Clear and regular tracking of wellbeing and social interventions for pupil premium children▪ Implement interventions for wellbeing and social skills with specific pupils.▪ Pastoral TA offer individualised support for children with specific needs	Improving pupils’ wellbeing supports their academic progress. Improving pupils’ wellbeing and ability to interact positively supports their academic progress. Improved wellbeing supports children’s progress and ability to sustain positive relationships.	Pastoral TAs are using My concern to record conversations to support tracking on children lacking resilience. No clear evidence that this in turn has an impact on attainment.	Welfare/wellbeing £1700 Behaviour support £4270																												
Chance for all pupils to engage in wider opportunities.	<ul style="list-style-type: none">▪ Support pupils taking part in wider opportunities through funding music tuition and extra-curricular clubs.▪ Residential trips for Year 6 and year4 pupils	Evidence suggests that pupils’ involvement in wider opportunities impacts positively on academic progress.	6 children are accessing paid clubs and 4 children have taken up music lessons. All PP children are invited to attend paid for clubs at no cost. Whilst music lessons are also available, the limited sessions available mean that we cannot always give PP children priority.	Wider opportunities (clubs, music etc.) £2100 Trips including residential £2200																												

Planned Expenditure

Quality teaching for all

Action	Intended outcome	What is the evidence and rationale for this?	How will you ensure that it implemented well?	Staff Lead	When will you review the implement
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					ation?
<p>To ensure good outcomes at the end on reception through:</p> <ul style="list-style-type: none"> Class structure-group work Developing good relationships with families Encourage good attendance especially for those turning 5 in the summer term. 	<p>The gap between pp and non-pp is narrowed when looking at a 3 year average.</p>	<p>The EEF recognises that small group size has a moderate impact on progress (+4). Research shows that optimum group size for greater impact is 3 and recognises that groups over 7 are noticeably less effective. In reception, children work in small groups with class teacher and TA's.</p> <p>The impact of working with parents to support children's learning is recognised by research (+4). Parents may need help to understand the schools approach to early reading, writing and maths.</p>	<p>Through observation to ascertain the quality of the group work, pupil progress meetings, and data analysis will be used to demonstrate the impact of this.</p> <p>Following parent workshops, offer 1:1 sessions for PP parents. Invite parents in to school to work alongside their children.</p> <p>Conduct termly PP attendance monitoring</p>	<p>NL</p> <p>NL</p> <p>BS</p>	<p>T1, T3 and T5</p> <p>Throughout the year as necessary</p> <p>Termly</p>
<p>To improve achievement and progress in Mathematics particularly in years 3 and 4 and those with SEND.</p> <ul style="list-style-type: none"> (Maths)Move towards a mastery approach Gap analysis of assessment to inform teaching Use TAs to support class enabling teachers to facilitate group work 	<p>100% of children make at least 6 steps progress in their learning at 75% are achieving ARE</p> <p>PP children who are also on the SEND register, have targeted support to ensure they make good progress against targets.</p>	<p>A mastery approach is recognised as having a positive impact on attainment and progress (+5). We do however recognise at this stage our maths curriculum does not enable us to fully operate in this way.</p> <p>Small group tuition is recognised as an effective means to raise attainment. By using a TA to manage the class, teachers are able to focus exclusively on a small number of learners.</p> <p>Developed new activity sheets to push children towards mastery.</p> <p>PPM – identifying groups of children</p>	<p>Planning and activities demonstrate that learning outcomes are constant and develop proficiency. Children who are not achieving 'a high level of success' in an areas are given further support and/or opportunities for practice. PP children</p> <p>Planning demonstrates gaps from assessments are being addressed either as a class or though targeted group work.</p>	<p>BSt</p>	<p>T1, T3 and T5</p>
<p>To improve achievement in Reading and Writing for pupils who are PP</p>	<p>Measure progress and attainment of PP children and aim to see accelerated progress</p>	<p>Some of external barriers that impact on progress in writing and reading are...unsettled home life, lack of routine and parental ability and aspiration to support their children, limited life experiences and limited exposure to reading materials and</p>	<p>Reading for pleasure – money spent on books to engage children in reading a wider variety of books and texts</p> <p>To start a homework club for children who are not completing</p>		<p>T1 – 6</p> <p>T5</p>

		vocabulary.	<p>home tasks</p> <p>TA takes class and releases Teacher to support PP children 1:1 / small group situations</p> <p>Adapt lesson plans so that children can write about things that they can relate to.</p> <p>Offer of reading club to PP children who are below age related expectations in reading.</p> <p>TA offers greater depth reading intervention for PP children.</p> <p>SPAG intervention group for PP children who are falling below in spelling and grammar.</p>		<p>T4</p> <p>Ongoing</p> <p>T4</p> <p>T4</p> <p>T4</p>
To support children in being ready to learn and to have greater resilience in their learning.	Children are more able to articulate the challenges in the learning process. They have strategies to support them when they are struggling and do not stop when their learning becomes challenging.	Metacognition is recognised to have benefits to learners. Whilst growth mindset is a minor aspect of this, we believe that children's ability to see themselves as being successful as learners, to take risks in their learning and to know how to get help when help is needed, does have a positive impact on learners.	<p>Lesson observations demonstrate that children are willing to take risks in their learning.</p> <p>In pupil conferencing, children are able to reflect on their learning and verbalise some of their challenges and how they have been able to overcome them.</p> <p>Growth mind-set focus at start of T1</p> <p>Review PSHE curriculum,</p> <p>Research and develop a common language of resilience that can be used across the school.</p>	BS	<p>Term 2, 4 and 6</p> <p>T1</p> <p>T5</p> <p>T5</p>
Targeted Support					
Action	Intended outcome	What is the evidence and rationale for this?	How will you ensure that it implemented well?	Staff Lead	When will you review the implementation?
TA targeted support in maths for pupils. Particularly those who are not moving	To improve achievement and progress in Mathematics	EEF identifies that individualised instruction is based on the premise that children have differing needs and therefore require a tailored approach.	Class teachers monitor the effectiveness of group work through pupil outcome and adjust their plans accordingly.	BS	T2, T4 and T6

through sliver (fluency). Teachers to plan for TAs for pre teaching and tailor sessions focused on targets identified through gap analysis.	particularly in Ys 2, 3, 4 and 5.		Monitoring of outcome is carried out through pupil progress meetings.		
Priority reading support given to PP children. Providing the opportunity to read aloud and/or be read to and to discuss their books. Subject lead and HLTA to attend Switch On reading training Speech and Language support given where necessary (YR-Y2).	To improve achievement and progress in reading and writing Targeted program of intervention – based on EEF research – in order to increase reading outcomes	EEF identifies that individualised instruction is based on the premise that children have differing needs and therefore require a tailored approach. The foundation also recognises the positive impact of ‘oral language interventions’ where pupils are supported with their reading and discussions around text.	Staff will attend whole days training and then follow the scheme of work which include measured outcomes. S&L therapist identifies speech and language focus for TA to deliver and TA works with child 1:1 twice a week. S&L therapist reassesses progress throughout the year. S&L TA is observed once a year as part of PM. Monitoring of outcome is carried out through pupil progress meetings.	BS	T2, T4 and T6 T1 and ongoing T3 Ongoing
Children are supported by one of two pastoral TAs at a frequency best suited to the child’s need.	Vulnerable children are given a voice. The mental wellbeing of our most vulnerable children in monitored and supported.	The EEF recognises the benefit of offering support for a child’s social and emotional learning. Studies have demonstrated a link between SEL and academic achievement.	Monitored through pastoral team.	BS and KS lead	Throughout the year.
Other Approaches					
Action	Intended outcome	What is the evidence and rationale for this?	How will you ensure that it implemented well?	Staff Lead	When will you review the implementation?
To ensure that children joining the school have a smooth transition and make	To prepare a joiners policy outlining best practice for when	Teachers have a better understanding of children’s interests, strengths and areas for development and are therefore able to have a greater impact more quickly when they	Children settle quickly and feel a sense of belonging within the school community. Teachers and school leaders have a	BS	T3

good progress.	children join the school.	start school. Of the y6 PP leavers in 2018 50% had not started in our reception class.	better understanding of the strengths and areas of development for the children and this information is reflected in the PP action plan and therefore support offered		
Support children with significant behavioural needs by: <ul style="list-style-type: none"> Working closely with Pathways to develop individual plans Senior leaders to take part in Team Teach training All staff to take part in attachment awareness and emotional coaching training Increased parental engagement 	Exclusions are reduced. Children with significant behavioural needs are able to access their learning.	EEF recognises that strategies to tackle challenging behaviour can have a positive impact on achievement along with decreased problem with behaviours.	Lesson observations and learning walks identify individuals as engaging in their learning at a level appropriate to their ability and in line with their individual plan. Attendance improves and exclusion rates reduce	BS	T2, T3 and T5
Ensure good attendance through: <ul style="list-style-type: none"> Close monitoring Early intervention Good relationships with parents 	PP children have good attendance are in school on time ready to learn.	The schools PP attendance is above the average of local schools and at least in line with Non-pp children in our school.	Termly attendance monitored and actions taken in line with the attendance policy.	BS	T1,2,3,4,5 and 6
Providing financial support for trips and extra curricular activities.	Provide opportunities for children to experience an enriched curriculum	Children are able to access the same activities as their peers without financial barriers. As such they are equal to a have a shared sense of belong within the school community.	Liz Baker to monitor club uptake	LB	Throughout the year