



## St. Mary's Pupil Premium Impact Evaluation 2018-19

<b>Funding</b> <b>£36,960</b>	<b>Proportion of School Cohort: 14%</b>	<b>Number of disadvantaged Pupils</b> <b>31</b>  29% of children with SEND are also eligible for Pupil Premium	<b>Pupil Premium Lead</b> <b>Maria Constantinou</b>	
<b>Priority 1: Progress and Attainment</b>				
<b>Objective</b>	<b>Why?</b>	<b>Action</b>	<b>Research Link</b>	<b>Impact – July 2019</b>
To ensure that at least ¾ of pupils meet the expected standard in Y1 phonics screening test.	Ensure future reading success for all pupils.	Phonics interventions daily in Y1 for a small group of pupils based on end of EYFS data.	EEF Toolkit: Phonics – moderate impact, low cost.	70% of pupils in Y1 met the expected standard. This class had a very low baseline in Reception.
To ensure that at least 87% of pupils achieve a Good Level of Development in Reception.	Pupil baseline entry can be typically low, language development is often required.	Small group language interventions based on baseline data.	EEF Toolkit: Early Years Intervention – high impact, low cost. Oral language intervention – high impact, low cost.	83% of pupils have achieved a Good Level of Development in the class. There was only one PP eligible pupil, who has relocated to another school in Norwich.



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Priority 1: Progress and Attainment (cont'd)				
Objective	Why?	Action	Research Link	Impact – July 2019
<p>To provide professional development and support for staff to ensure that pupils in receipt of PP, particularly those identified as higher attainers make at least expected progress.</p> <p>Staff to employ understanding learning resilience and stamina by using the principles of metacognition and self-regulated learning.</p>	<p>PP eligible pupils in KS2 do not typically perform as well as their peers. Years, 5 and 6 are priority year groups.</p>	<p>Split class teaching Monday – to Friday in Years 5 and 6.</p> <p>Split class in Y3 and 4 one morning a week.</p> <p>Various interventions planned e.g. verbal comprehension groups.</p> <p>Progress of PP eligible pupils will be a focus.</p> <p>INSET on Implementation of metacognitive and self-regulation strategies: Sept and Oct 2018</p>	<p>EEF Toolkit: Reducing class size – moderate impact, high cost.</p> <p>Oral language development – high impact, low cost.</p> <p>Metacognition and Self-Regulation: High impact, low cost.</p>	<p><b>Attainment:</b> According to Summer 1 data, the majority of children eligible for Pupil Premium (PP) in KS1 and 2 are working at or above Age Related Expectation in Reading, Writing and Maths. The small number who are not, have additional needs and are in receipt of targeted support.</p> <p><b>Progress:</b> Nearly all children eligible for Pupil Premium have made <b>expected or better progress since the previous Key Stage</b> in Reading, Writing and Maths.</p> <p>Metacognition practice in use across all classrooms. Learning walks e.g. governor learning walk evidence of this.</p>



## St. Mary's Pupil Premium Impact Evaluation 2018-19

Priority 2: Equality of Access				
Objective	Why?	Action	Research Link	Impact – July 2019
To provide equality of access for all pupils to all school workshops, visits and residential trips.	To ensure that all children can access a broad and balanced curriculum.	Visits can be subsidised by 50% in the first instance according to need.	EEF Toolkit: Outdoor learning – moderate impact for low cost. Social and emotional learning – moderate impact, moderate cost.	All pupils eligible for PP have accessed workshops, visits and residential trips (where parents have consented to attendance). A number of these experiences have been subsidised.
To provide equal access to breakfast club and school clubs.	To ensure that all children can access extra-curricular activities.	Clubs can be subsidised by 50% in the first instance according to need.	EEF Toolkit: Social and emotional learning – moderate impact, moderate cost. Sports participation – low impact, moderate cost.	



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Priority 3: Wellbeing and Attendance				
Objective	Why?	Action	Research Link	Impact – July 2019
To implement the principles of metacognition and self-regulated learning to help promote social, emotional, mental health (SEMH) wellbeing.	SEMH wellbeing will enable children to demonstrate a readiness for learning and help to ensure educational success.	INSET on Implementation of metacognitive and self-regulation strategies. Staff to model and explicitly use the language of self-regulation in different contexts across the curriculum and school day.	EEF Toolkit: Metacognition and Self-Regulation: High impact, low cost.	Metacognition practice in use across all classrooms. Learning walks e.g. governor learning walk evidence of this. See pupils' responses during governor learning walk.
To ensure that attendance for all pupils is at or above 95%.	To maximise learning opportunities.	High profile celebrations of attendance at the end of every term.  Early intervention meetings 1:1 with parents to tackle any attendance/punctuality concerns.	EEF Toolkit: Parental involvement – moderate impact, moderate cost.	Attendance across the school is currently 97%. PP eligible attendance is 92% although ongoing EWO involvement in place for key families (in receipt of PP), this includes Court Assessment Meetings.