

# Pupil Premium Strategy Statement 2019-2022: St. Mary's Primary School

1. Summary information			
School	St. Mary's Primary School		
Academic Year	2019-20	Total PP budget	£40,240
Total number of pupils	213		

2. Current attainment (Based on 2019 KS2 data*) cohort sizes are small and also feature pupils with significant special education needs*		
	Pupils eligible for PP (St. Mary's)	Pupils not eligible for PP (2019 national average)
% achieving expected standard in reading	71%	78%
% achieving expected standard in writing	71%	83%
% achieving expected standard in maths	86%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high attaining pupils)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some pupils may not be working at age related expectations/may have conceptual gaps or misconceptions.
<b>B.</b>	Some pupils may have limited speech and language skills which can impact upon learning.
<b>C.</b>	In some cases, learning skills/behaviour may need developing e.g. organisation, commitment, resilience.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	In some cases, inconsistent attendance and punctuality
<b>E.</b>	In some cases, access to resources, such as books, libraries and life experiences
<b>F.</b>	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</li> <li>To ensure pupils consolidate basic skills</li> <li>To respond rapidly with targeted teaching for pupils at risk of underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will meet (or exceed) age related national expectations in English and maths (where additional needs do not impact on attainment).</li> <li>All staff will receive appropriate CPD to facilitate development and high quality teaching.</li> <li>Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need.</li> <li>Teachers will give pupils weekly opportunities to consolidate key skills e.g. phonics, reading and maths as required.</li> <li>Teaching assistants will be carefully deployed to support learning effectively.</li> <li>Additional intervention sessions will take place, based on gaps/need.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</li> <li>Pupils read regularly and have access to high quality texts.</li> <li>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils (who need to) will have opportunities for additional reading in school.</li> <li>Directed reading sessions will include elements of retrieval, meaning and inference.</li> <li>Quantity/quality of reading will be tracked carefully.</li> <li>Teachers will give pupils precise feedback to improve, including written feedback in comprehension tasks.</li> <li>Pupils with speech and language needs will have accurate assessments and personalised provision programmes to follow.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Pupils will be proactive, organised and enthusiastic learners.</li> <li>School will deliver an engaging, broad and varied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who need it, will have meetings with their teacher/ a member of SLT to support learning behaviour.</li> <li>High quality and an appropriate quantity of work produced will be evident in book looks.</li> <li>Age appropriate subject skills will be taught.</li> <li>Pupils will be exposed to a wide range of social, cultural and enrichment experiences within (and outside) the school day.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>All disadvantaged pupils (where possible) will meet national expectations for attendance and punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>Where cognitive difficulties do not exist, our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</li> <li>The school will contact parents proactively if attendance slips below expectation.</li> <li>Families to engage with Educational Welfare Office processes as needed.</li> <li>Breakfast club will be offered to pupils as needed.</li> </ul>

## 5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they 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?
<b>For pupils eligible for PP in to make (or exceed) expected progress.</b>	Staff to pupil ratio to be increased in key classes to allow for additional teaching groups and interventions. Teaching Assistants will be appropriately distributed across classes and according to need.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.  Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	The school monitoring cycle will continuously evaluate provision.	Headteachers and Deputy Heads	Half-Termly
<b>To have rigorous basic skills approaches in place for maths, reading, phonics and grammar teaching.</b>	Pupils in KS2 will complete Weekly arithmetic tests to assess their command of all of the National Curriculum strands for their year group.  Pupils in KS1 will have direct phonics teaching.  Teachers will use formative assessment information for this to respond to and adapt teaching.	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: <i>'Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.'</i>  Regular practice ensures consolidation.	These strands will be monitored weekly by teachers and celebrated using Accelerated Reader and Time Table Rockstars data each week in assembly.	Headteachers and Deputy Heads	Half-Termly

<p><b>To embed and sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books.’</b></p> <p><b>To have rigorous approaches in place to ensure pupils read regularly.</b></p> <p><b>Pupils read regularly and have access to high quality texts.</b></p>	<p>Pupils working at the appropriate level will complete Accelerated Reader Comprehension Quizzes after each book they have read.</p> <p>Targeted ‘priority readers’ will be identified and heard reading between 3 and 5 times a week.</p> <p>Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference.</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Tracking meeting discussion. Reading data will be tracked closely and interventions will be implemented as necessary.</p>	<p>Headteachers and Deputy Heads</p> <p>All teachers and TAs</p>	<p>Half-Termly</p>
<p><b>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</b></p>	<p>Every class will complete an extended piece of writing per week, or write over a sustained period of several days using sentence. Pieces will use engaging texts/ media as stimulus and be linked to topics where appropriate. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this.</p>	<p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	<p>Moderation will ensure consistency.</p>	<p>All teachers</p>	<p>Ongoing basis as part of English monitoring cycle.</p>

<b>School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</b>	To teach foundation subjects building on prior knowledge and understanding.	Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	The school monitoring cycle will continuously evaluate provision.	Headteachers and Deputy Heads  All teachers	Ongoing basis as part of school monitoring cycle.
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>To improve the attendance of disadvantaged pupils.</b>	School administrator to track attendance on a weekly basis, and liaise with HT to address with families.	Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.	Attendance to be monitored.  Records of Educational Welfare Officer engagement/actions to be kept.	School administrators and Headteacher	Attendance to be tracked weekly.
<b>For identified gaps in learning to be addressed.</b>	Varied interventions (according to need) to be provided sometimes before and mostly during school by a range of staff.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.  Meta-Analysis of research by John Hattie breaks down quality teaching into: • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Progress will be checked half-termly.	Deputy Headteachers	Each half term

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</b>	Pupils will partake in cultural visits. Eg: to theatres, museums, zoos, places of worship etc.  Visitors will attend the school. Eg: Shakespeare workshops, Eco activities, Church leaders	Pupils' horizons will be broadened and they will learn more about culture, history and geography. This will aim to enrich.	Reviewing programme of trips and attendance.	Educational Visits Coordinator  Headteachers	Annually