



St. Mary's Pupil Premium Statement 2018-19

Pupil Premium Funding: £36,960

Proportion of Cohort: 12%

Number of disadvantaged Pupils: 27

Pupil Premium Lead: Maria Constantinou

St. Mary's School is restless in its pursuit of excellence. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

At St. Mary's we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that **the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching**. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. **All children** need opportunities to enrich their lives through experience. Where children are unable to access opportunities these through home, we seek opportunities to provide them through school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms **throughout the school**. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. We have conducted an analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers for many of the eligible children.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This is evident, both from a speech and language perspective in addition to the quality of children's written work.
- Emotional wellbeing - which can impact on behaviour for learning and readiness to engage and achieve well.
- Limited Cultural Capital and enrichment - lack of experience limits language and understanding

How we are spending the Pupil Premium:

We have drawn on evidence from research, particularly the Education Endowment Foundation Sutton Trust Toolkit alongside evidence from our own experience to allocate the funding to activities most likely to maximise achievement. We never confuse Pupil Premium eligibility with low ability and focus on supporting our disadvantaged pupils to achieve the highest standards.

Planned Expenditure for Academic Year 2018/19: £36,960 (approximately 27 pupils)

Priority 1: Progress and Attainment			
Objective	Why?	Action	Research Link
To ensure that at least ¾ of PP eligible 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.
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.
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. Staff to employ understanding learning resilience and stamina by using the principles of metacognition and self-regulated learning.	PP eligible pupils in KS2 do not typically perform as well as their peers. Years, 5 and 6 are priority year groups.	Split class teaching Monday – to Friday in Years 5 and 6. Split class in Y3 and 4 one morning a week. Various interventions planned e.g. verbal comprehension groups. Progress of PP eligible pupils will be a focus. INSET on Implementation of metacognitive and self-regulation strategies: Sept and Oct 2018	EEF Toolkit: Reducing class size – moderate impact, high cost. Oral language intervention – high impact, low cost. Metacognition and Self-Regulation: High impact, low cost.
Priority 2: Equality of Access			
Objective	Why?	Action	Research Link
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.
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.

Priority 3: Wellbeing and Attendance			
Objective	Why?	Action	Research Link
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.
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.

The 2018/19 Pupil Premium strategy is reviewed every term - the progress and attainment of pupils eligible for the pupil premium is reviewed every half term and changes to provision are often made as a result.