



Pupil Premium Strategy 2018 - 2019

Amount of Pupil Premium funding received (academic year 2018 – 2019)

	Number of pupils	Amount received 2018 - 2019
Number of eligible pupils September 2018	59 (£1,320)	77,880
Number of eligible pupils for Service child premium (Ever 5 SC)	1 (£300)	300
Number of eligible pupils for adopted/LAC	6 (£2,300)	13,800
Total PP received over 2018 – 2019	66	£91,980
	<i>Carried forward</i>	<i>£10,470</i>

Identified barriers to educational achievement

St Mary's CE VA Primary School has identified the following as barriers for some pupils currently in receipt of PP funding:

- Poor language – especially in early years
- SEND
- Poor learning behaviours – concentration, listening skills, independence, resilience
- Parental engagement with school and parental expectations.
- Chaotic home lives
- Social and emotional needs of pupils – eg. confidence, mental health, trauma, attachment issues, child protection issues etc.
- Poor attendance
- Physical needs eg. hunger fatigue and lack of sleep, poor diet
- Lack of basic knowledge, skills and understanding in reading, writing and maths.

Rationale for expenditure

Through our monitoring the school has identified different levels of needs for pupils who attract Pupil Premium funding at St. Mary’s School.



As identified through analysis of data and pupil progress meetings during 2016 – 2017 some of the children who attract PP funding need to make accelerated progress in reading, writing and maths, particularly middle and lower ability disadvantaged pupils.

Many families who attract PP funding are unable to pay for school trips, residential and extra-curricular activities; the school has allocated funding to meet these costs to enable children to participate.

Some Pupil premium children have low self-esteem, mental health issues and other emotional needs which are best met through the nurture room environment.

Key Expenditure – how the allocation will be spent

Area of Spend	Focus	Total Allocation
Inclusion and nurture room staff	Pastoral and inclusion Social and emotional support	45,000

TA support for focused interventions and 1:1 for specific pupils.	English and Maths Early years language	18,000
Staff CPD & Supply for specific events	Social and Emotional (including Circle of Friends) Learning Behaviours Precision teaching	1,000
Funding for extra-curricular music lessons/clubs, breakfast club etc	Personal and social	2,500
Funding for school trips and residential visits	Personal and Social	12,000
Counselling/play therapy/art therapy	Emotional	2,000
Structured conversations	Engaging parents English and Maths Learning behaviours Social and Emotional	3,000
Uniform	Personal and Social	700

84,200

Area of Spend	Intended Outcome – why these approaches were taken	Actions
Pastoral and Inclusion Lead, Inclusion workers and nurture room staff	<ul style="list-style-type: none"> To provide time and support (1:1 and in groups) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To improve transition between the playground and classroom. 	<ul style="list-style-type: none"> Intervention programmes recommended by GHLL run by experienced staff Inclusion workers/play leader report back to Pastoral Lead and class teachers, keeping records of incidents. PAIL working with and engaging families.

	<ul style="list-style-type: none"> To ensure all pupils are included at playtimes. To provide a flexible and preventative resource that is responsive to the particular needs of the children, in keeping with the six principles of the Nurture Group. 	<ul style="list-style-type: none"> Homework club held weekly giving children support to complete given work with the opportunity to use the laptops if needed. Termly meetings with key personnel to ensure consistency and any issues resolved. PAIL and Nurture room TAs review and plan every term to ensure pupils are making progress in the nurture room, the Boxall profile is used to ensure progress
TA support for focused interventions and 1:1 for specific pupils	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (spelling, reading, handwriting, number skills) Support in lessons to improve understanding and learning in core subjects 1:1 support for pupils with emotional and mental health needs Reading with TAs if pupils do not read at home. Pupils with SEN and who are in receipt of Pupil Premium funding have their targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> Regard is taken of the EEF recommendations for TA deployment and interventions. Regular meetings between SENDco and PAIL to review interventions and adapt if necessary. Termly progress meetings focus on children who need extra support and/or specific interventions SENDCo/PAIL observe interventions and feedback to TAs and class teachers PAIL and Headteacher track attendance and follow up as necessary. TA timetables are carefully planned to make best use of support.
Staff CPD & Supply for specific events	<ul style="list-style-type: none"> Training for TAs to deliver Precision teaching intervention Training for TAs to deliver Circle of Friends Supply to enable pupils to engage in specific events 	<ul style="list-style-type: none"> Improved strategies to support specific pupils with reading, writing and number skills difficulties Improved strategies to support specific pupils with emotional and mental health difficulties Pupils able to take part in events alongside their peers.
Funding for extra-curricular music lessons/clubs, breakfast club etc	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school and external agencies. Pupils enjoy the experienced of learning new instruments, taking part in clubs and are keen to come 	<ul style="list-style-type: none"> Annual analysis of the number of pupils who have taken part in clubs Pail/class teachers to talk to children/parents about possible interest in and funding for available clubs.

	<p>before school or stay after school to participate in chosen activities.</p> <ul style="list-style-type: none"> • Talents, skills and efforts in non-academic subjects are celebrated and develop confidence. • The EEF reviews recommend providing breakfast for disadvantaged pupils to ensure a good start to the day. 	<ul style="list-style-type: none"> • PAIL to arrange funding for clubs and resources if required.
Funding for school trips and residential visits	<ul style="list-style-type: none"> • Pupil are able to fully participate in school and residential trips • Learning is supported by trips that are carefully planned and that will enhance the curriculum. • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential. 	<ul style="list-style-type: none"> • Letters to parents include information about available funding • Headteacher, school business manager and/or PAIL liaise with parents regarding specific requests. • Class teachers aware of possible funding options.
Counselling, play and art therapy	<ul style="list-style-type: none"> • Pupils' emotional and mental health difficulties are addressed on an individual basis. • Pupils will be more ready to learn 	<ul style="list-style-type: none"> • PAIL to discuss with parents if there are mental health issues
Structured conversations	<ul style="list-style-type: none"> • Parents will be more engaged with their child's learning • Through structured conversations targets will be addressed at school and at home improving outcomes for pupils • Parents and teachers will be able to discuss any difficulties on a regular basis. • Parents will be able to discuss any emotional needs with class teachers 	<ul style="list-style-type: none"> • Termly analysis of structured conversation targets • Evaluation of progress of AFA pupils • Parent questionnaire sent out at the end of the academic year • Teacher questionnaire sent out at the end of the academic year • Pupil conferencing, all pupils conferenced at least once a year
Uniform	<ul style="list-style-type: none"> • Children feel part of the school • Children do not stand out from their peers. 	<ul style="list-style-type: none"> • PAIL to speak to parents of PP pupils if they are struggling • PAIL to order through the school office.



How will the school measure the impact of Pupil Premium funding?

The impact of the Pupil Premium funding will be measured via the school's assessment and tracking programme, this will be used to inform pupils' progress and enable early identification of need, support and appropriate intervention. Review meetings will be held every term and will involve PAIL, SENDco and the Headteacher. Class teacher's input will be via the pupil progress meetings.

When selecting pupils for interventions the school will look at all pupils across the school, there are some pupils who are not eligible for PP funding who will benefit from these groups if their needs are similar.

Pupil premium Funding is a regular item and on the Teaching and Learning governors' committee agenda.