

Pupil Premium Spending 2019.2020

Summary Information			
Total number of pupils in the school	350	No. of pupils eligible for PP funding	78
Total PP budget	£101,080		

Strategy Statement
<p>In previous years the school has had a strong focus on supporting the pastoral care for disadvantaged pupils with the aim of improving the social, emotional and mental health of pupils eligible for pupil premium funding. We have also focused on providing targeted interventions for disadvantaged children who are falling behind in their reading, writing and maths. In addition, the school has provided opportunities for disadvantaged pupils through the co-curriculum such as music lessons, school trips and residential activities.</p> <p>Analysis of data shows that Pastoral Interventions such as pastoral support staff, nurture room, support from ELSA trained teaching assistants and inclusion workers all have a positive impact on children’s ability to access the curriculum through improved resilience and positive mental health. Interventions such as Catch Up Maths, Better Reading Partners and Third Space Learning have some short term impact.</p> <p>After reviewing the impact of PP spending in previous years and in light of recent publications by the EEF on pupil premium spending we have taken the decision to focus our PP spending on improving teaching and learning across the school. We believe that high quality teaching and careful planning can have a huge impact on outcomes for disadvantaged pupils. We have taken an evidence-informed approach when planning our PP strategy by listening to how other schools have faced the challenges of closing the gap and as a result of training from the EEF, we have taken the decision to use PP funding to improve teaching for all pupils through staff training in metacognition and self-regulated learning including setting high expectations, understanding pupils’ starting points, providing the right level of challenge and providing effective feedback.</p>

Assessment Information: 2018-2019			
EYFS			
	All pupils	Pupils eligible for PP funding	Pupils not eligible for PP funding
Good Level of Development	56.1%	20%	61.1%
Phonics Screening Check			
	75.4%	40%	82.4%

KS1 SATS			
Expected +	All pupils	Pupils eligible for PP funding	Pupils not eligible for PP funding
Reading	79%	66.7%	82%
Writing	74%	66.7%	76%
Maths	75.8%	58.3%	80%

KS2 SATS			
Expected +	All pupils	Pupils eligible for PP funding	Pupils not eligible for PP funding
RWM combined	40%	12%	55%
Reading	46.7%	25%	59%
Writing	48.9%	19%	66%
Maths	55.6%	19%	76%
GPS	46.7%	25%	58%

Barriers to Learning

At St. Mary's school, we view barriers to learning as something we can overcome. Often, we are unable to identify a single barrier, as individual needs can be very complex and varied. As a team of staff, we carefully identify the barriers to learning and work together to create personalised plans for the individuals we work with.

How do we identify barriers to learning?

As a school, we use the following tools to identify the barriers to learning and the root causes of underachievement;

- Pupil Progress Meeting – teaching staff and the school leadership team meet on a termly bases to discuss the academic progress of each pupil. All areas of the curriculum are discussed and together we identify barriers to learning and unpick the areas that need improvement.
- Data – we use a wide range of data sources including Cognitive Ability tests (CATs), Single Word Spelling Tests (SWSpT), New Group Reading Tests (NGRT) and teacher assessment to identify areas of development.
- Daily teaching/observations – through daily teaching, marking and discussions with pupils, we are able to identify gaps in knowledge.
- Parents/Carers – During parent consultation evenings a barrier can be identified through discussion with class teachers. Often a barrier will become apparent both at home and at school.

Academic Barriers

- Language – often pupils at St Mary’s start their formal schooling with limited language and communication skills. Many pupils will not have been exposed to rich and varied language at home and therefore struggle to speak fluently within a classroom environment
- Reading, Writing and Numeracy – pupils will often start school with poor reading, writing and numeracy skills. Pupils may not have been read to at home, been exposed to writing opportunities during play or be able to count in single digits.

We understand that as a school it is important to close the gap between our disadvantaged and non-disadvantaged pupils. A survey from the Education Endowment Foundation (EEF) suggest that a child receiving pupil premium funding will start Early Years Foundation Stage 4.3 months on average behind a child who is not receiving the funding.

Emotional Barriers

- Routines – we know that many pupils are lacking structure and routines at home. As a typical school day is structured and pre-determined, many pupils struggle with the pace and structure of the school day
- Home life – many pupils may have been exposed to emotional or physical trauma at home
- Resilience - often pupils are lacking in self-confidence and self-worth. As a result of this, a fear of failure develops and pupils do not have the resilience to cope when things go wrong

Intended Outcomes

Our ultimate aim is to ensure that all pupils leaving St Mary are secondary school ready. We know that by the end of primary school a pupil from a typical disadvantaged background will be 9.5 months behind their non-disadvantaged peers if schools do not intervene. Like all schools, we strive to diminish the gap between our disadvantaged pupils and non-disadvantaged pupils and ensure all our pupils are exposed to rich and diverse experiences.

Academic outcomes

- Pupils are achieving the expected standard in reading, writing and maths by the end of KS2
- All children are able to effectively communicate with their peers and have the language skills to express themselves
- Every child is a confident reader, they can comprehend a text and have a passion for reading

- Children can write in a variety of different styles and genres and can use technology to support their learning
- Every pupil is confident to solve mathematical problems, equipping them for later life

Emotional outcomes

- All our pupils have the self-confidence and resilience to try a new experience and embrace failure as a stepping stone to learning
- Our children feel safe at school and know what to do if they don't
- Every child can discuss how they are feeling and know where to find support for them on a daily basis in school

Planned Expenditure for Academic Year					
Action	Intended Outcome	Rationale	Implementation/Cost	Staff lead	Review – September 2020
Employ a full time member of staff in upper KS2.	Raise the overall standards of Reading, Writing and Maths by the end of KS2.	<p>Another member of staff within upper KS2 allows two year 5 and two year 6 classes.</p> <p>Without this, classes would be mixed age groups and core subjects would need to be grouped in ability due to the larger class sizes.</p> <p>We know that on average, pupils experiencing setting or streaming make slightly less progress than pupils in mixed ability classes.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</p>	<p>Advertise a full time position for a year 5 class teacher</p> <p>Interview and employ an appropriate candidate for the position</p> <p>Induction process to be completed and support new member of staff through CPD</p> <p>£44,000</p>	JW DW	<p>A full time class teacher was successfully employed at the beginning of the academic year. This enabled upper key stage two children to be taught in single age year groups.</p> <p>Due to Covid-19, SAT tests were not completed at the end of the academic year. The schools internal tracking systems, which included observations, drop in observations, work scrutiny and pupil voice, indicated that the teaching was good on a daily basis.</p>

<p>Raise the standards of reading across the school</p> <p>Effectively monitor and assess children's reading ability</p>	<p>Introduce Accelerated Reader within the school Y2-Y6</p>	<p>We are aware that our disadvantaged pupils may not read or be read to at home by an adult and often pupils are not exposed to high quality texts.</p> <p>The accelerated reader scheme allows staff to accurately monitor the level a child is reading and provides an opportunity for further comprehension questioning and extended reading skills. Each pupil within the school from year 2-6 can be tracked using an electronic system.</p> <p>Staff within the school are using VIPERS comprehension scheme and Accelerated Reader to deliver reading lessons across the school. We know that using comprehension strategies will develop techniques to understand a text.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>English lead to investigate how to implement Accelerated Reader within schools.</p> <p>Arrange Accelerated Reader staff member to deliver training to selected staff across both key stages.</p> <p>Books to be electronically tagged across the school.</p> <p>Embed Accelerated reader from year 2-6</p> <p>£4,000</p>	<p>RC DW</p>	<p>Due to Covid-19, Accelerated Reading is not yet fully embedded across the school.</p> <p>The English lead and a select number of staff have been fully trained to manage the introduction of the scheme.</p> <p>All pupils across the school have accessed the online Star Reader test and staff are currently analysing the results.</p> <p>Staff are paying particular attention to our disadvantaged children to identify their current reading level. The scheme has enabled staff to accurately level the children's reading age.</p> <p>Currently, staff are electronically tagging accelerated reader books to ensure they are correctly levelled.</p>
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<p>Ensure consistent high quality lessons</p>	<p>Pupils are given high quality feedback during lessons</p>	<p>In order to close the gap between our disadvantaged and non-disadvantaged pupils, the learning within the classroom will have the biggest impact. When pupils are aware of their own learning journey and have quality feedback, they are able to progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>Termly staff CPD sessions based on 'Teaching backwards' approach.</p> <p>Identify individual pupils in each class to support during the year. Staff to share good practice within learning triads. Whole school INSET to introduce metacognition to staff.</p>	<p>JW DW</p>	<p>Teachers and Teaching Assistants completed 'Teaching Backwards' training led by the Headteacher.</p> <p>During staff meetings, staff identified pupils who were working below ARE and these became focus pupils for the term. Teachers worked in triads to observe one another, focusing on a specific area of professional development.</p> <p>Individual pupils were observed during the lessons to identify potential gaps in learning. Staff were able to feedback the lesson they had observed, sharing good practice across the school.</p>
<p>Introduce pupils to metacognition</p>	<p>Develop learning behaviours of pupils across the school</p>	<p>Through pupil voice and regular monitoring we know that our disadvantaged pupils find it difficult to discuss their learning to their peers and adults. Often they have a negative perception of their own ability and need support to develop self-confidence and take risks in their learning.</p>	<p>Introduce staff and children to the learning colours.</p>		<p>Teachers and Teaching Assistants completed metacognition training led by the Deputy Head.</p>

		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	<p>Staff to explicitly the learning colours within daily lessons.</p> <p>Promote reflection within the classroom through learning colours.</p> <p>Work with Swindon cluster to develop metacognition.</p> <p>£300</p>		<p>The school worked with the metacognition training hub in Swindon to introduce scheme within the school</p> <p>Learning walks indicated that all classes were displaying and actively using the learning colours within the classroom.</p> <p>All classes were teaching a weekly metacognition lesson. Feedback from staff was very positive.</p> <p>As a school, we hope to further develop the new learning behaviours during the next academic year.</p>
Continue to train and develop a culture of nurture	To build emotional resilience across the school	<p>Before pupils are able to thrive academically, we understand that their emotional needs must be catered for. Often pupils from disadvantaged backgrounds may encounter physical and emotional stress that must be discussed before they are ready to learn.</p> <p>With our inclusion and pastoral lead and team of staff, our pupils have opportunities to discuss issues in a safe and respectful environment.</p>	<p>Pastoral and inclusion lead will continue to support a programme for vulnerable pupils within the school nurture room</p> <p>Selected staff to become ELSA trained to deliver intervention programmes</p>	HS DW	<p>The Pastoral and Inclusion lead reviewed the Nurture room and ELSA provision with key members of staff using BOXALL data, collated throughout term 2&3.</p> <p>Nurture interventions began during the</p>

		<p>Through nurture groups and 1:1 support, our pupils are then ready to take part in whole class sessions and access the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	£50,000		<p>beginning of the academic year but had to be suspended due to COVID-19.</p> <p>The school ensured that the most vulnerable pupils had an opportunity to attend school during the national lockdown.</p> <p>A range of families were contacted via phone or email on a regular basis to offer support. The Inclusion Lead fed back to teachers when pupils were finding home learning challenging. Teaching staff could then intervene at an appropriate level.</p> <p>Pupils were then contacted on a 1:1 basis.</p>
Effectively track safeguarding issues of pupils	All staff are confident to track any issues using a secured electronic system.	<p>Within schools, it is vital to track any safeguarding issues for all of our pupils. Often, our children from disadvantaged background may encounter difficulties at home or at school more frequently.</p> <p>We know that keeping accurate record of attendance, medical issues, or conversations that might contribute to a bigger picture will need to be stored in a secure location.</p>	<p>Introduce new members of staff to cpoms</p> <p>Ensure all members of staff are still confident to track safeguarding issues</p>	HS JW	The online safeguarding tracker was an extremely effective tool for staff to monitor any concerns that have had regarding safeguarding.

	Profile of individuals can be built over time	https://www.cpoms.co.uk/	Pastoral and inclusion lead to update members of staff with any key issues £900		The tracker is used to identify issues affecting our disadvantaged families. On several occasions, the tracking system has been used as evidence when making referrals to outside agencies and additional support.
Support pupils financially to access wider school initiatives	Disadvantaged pupils have the same opportunities as their peers	Often pupils from disadvantaged backgrounds may start the school day without breakfast. Frequently, basic school uniform is missing and pupils do not have access to extra-curricular clubs and holiday clubs. We believe that our pupils should have the same opportunities as their peers.	Pastoral and inclusion lead to monitor vulnerable families and support where appropriate. £1000	HS	During the academic year, vulnerable pupils and pupils from disadvantaged backgrounds were financially supported to access breakfast and afterschool clubs. Families were also able to access funding for school uniform. Pupils across both key stages were supported to fund residential trips and holiday clubs.