

Pupil Premium Strategy Statement 2019-20

Summary information					
Total number of pupils on role	155				
Total number of pupils eligible for PPF	130				
Amount of PPF received per pupil	£1300				
Total amount of PPF received	£168,960				
Date of most recent PP Review/Audit	Sept 2019				
Date for next internal review of strategy	Sept 2021				
Current Attainment for 2018/19 – invalidated data					
	Pupils eligible for Pupil Premium (school data)		Pupils not eligible for Pupil Premium (school data)		Pupils eligible for Pupil Premium National Average (2018-19) <i>Data not yet available</i>
% GLD at the end of EYFS	61%		83% (6 pupils)		%
% working at standard Year 1 phonics	80%		100% (4 pupils)		%
% KS1 age related expectations Reading	75%	14% greater depth	50% (2 pupils)	0% greater depth	% % greater depth
% KS1 age related expectations Writing	64%	14% greater depth	100% (2 pupils)	0% greater depth	% % greater depth
% KS1 age related expectations Maths	75%	21% greater depth	100% (2 pupils)	0% greater depth	% % greater depth
% KS2 age related expectations Reading	82%	41% Higher Standard	60% (5 pupils)	0% Higher Standard	% % Higher standard
% KS2 age related expectations Writing	82%	24% Greater Depth	80% (5 pupils)	20% Greater Depth	% % Greater Depth
% KS2 age related expectations Maths	77%	29% Higher Standard	100% (5 pupils)	20% Higher Standard	% % Higher standard
% KS2 related expectations GPS	82%	29% Higher Standard	100% (5 pupils)	20% Higher Standard	% % Higher standard
Average scaled score Reading	105.7		101.6 (5 pupils)		
Average Scaled Score Maths	104.6		107.2 (5 pupils)		
Average Scaled score GPS	105.6		107.0 (5 pupils)		
Progress in Reading across KS2	2.6		-0.4		
Progress in Writing across KS2	1.8		3.0		
Progress in Maths across KS2	0.9		4.5		
% KS2 age related expectations Reading, Writing and Maths combined	77%		60%		%
Attendance 2018-19	95.9% PP	95.8% FSM	96% ALL	96.5% Non PP	96.7% Non FSM
				% FSM	% All

Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
<ul style="list-style-type: none"> a. Pupils enter Nursery well below across all areas, many with speech and language needs. b. Pupils enter Reception well below in Reading, Writing and Maths c. EYFS GLD lower for boys, particularly PP boys 44% compares to PP girls 77% d. Behaviour issues for a small group of pupils across the school, (mainly boys and mostly eligible for PP) is having a detrimental effect on their academic achievement. Number of Fixed Term exclusions 2018-19 –7. Permanent exclusions – 1. Often as a result of Adverse Childhood Experiences (ACEs). e. Historically pupil premium children at the end of Key stage 1 and 2 were not attaining as well as other pupils in all subjects. 		
External barriers		
<ul style="list-style-type: none"> f. Appointments with outside agencies e.g. speech and language are not kept. g. Medical appointments are often not kept. h. Homework is not completed regularly therefore progress and learning only happens within the school day. i. Parenting and social issues – 16% of pupil premium children are currently on the Continuum of support at their CAF/TAF/CIN/Child Protection level. 79% are identified as ‘the most disadvantaged’ by OFSTED. j. Social emotional difficulties due to issues at home e.g. domestic violence/abuse and attachment issues etc. lead to Adverse Childhood Experiences (ACEs) k. Attendance 95.9% for pupil premium children 2018/19 this is broadly in line with the expected target for all children 96%. Attendance is an ongoing concern for St Mary’s pupils as poor attendance historically has led to poor outcomes at the end of KS2. Poor attendance reduces their hours in school and causes them to fall behind. l. Pupil mobility, pupils join and leave the school regularly. 2019 stability was below national average at 33% inward and 8% outward, this figure does not take into consideration those pupils who started at St Mary’s to leave and return again. Many children move frequently and within year. This hinders progression and what they have covered in the curriculum. m. Limited life experiences and exposure to culture and literature. n. Few children access sport and creative clubs in the community – see sport premium funding report. o. Many children experience holiday hunger, 25% of the pupil premium children were identified and 18% accessed the community ‘Holiday Hunger programme’ during August 2019. 		
Outcomes 2019-20		
	Desired outcome and how they will be measured	Success Criteria
a.	Increase % of boys attaining the GLD in reading, writing and maths.	Boys eligible for PP in Reception class make rapid progress by the end of the year so that % of boys eligible for PP achieve the expected standard in writing and maths increases.

b.	Further reduce fixed term exclusions and behaviour incidents.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards). Fixed term and permanent exclusion rates fall. Specialist teacher support/reports are obtained for identified pupils. Actions implemented. Positive impact on pupil progress, attendance and behaviour.
c.	Develop pupils' social, emotional development.	Additional nurture groups in place with a focus on emotional development. Additional social groups in place with a focus on social development. Expanded expertise of 1:1 and group work to develop self-esteem and therapeutic sessions.
d.	Maintain high attainment and increase rates of progress across Key Stages 1 and 2.	Pupils eligible for PP make as much progress and attain equally as well as other pupils across GPS, reading, writing and maths in both Key Stage 1 and 2.
e.	Expand life experiences and develop an understanding of cultural capital.	Pupils eligible for PP take part in a wide range of trips, visits and activities. This extends their vocabulary and life experiences. Pupil enjoyment at school rises.
f.	Increase attendance for FSM pupils identified as persistently absent.	Reduce the number of persistent absentees for FSM pupils to below 10%. Overall PP attendance further improves from 95.9% to 96%. The number of lates remains low.
g.	Families who are in need of support are identified early and supported.	Families feel supported, attendance increases and incidents of behaviour issues reduce.
h.	Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Pupils eligible for PP take part in a wide range of sporting and outdoor adventurous activities. Social and team building skills are developed.
i.	Homework is completed regularly.	The number of pupils completing homework on a weekly basis has risen to 90%. Parents attend the sessions run by staff.

Planned Expenditure

Academic Year 2019/20

Quality of teaching for all

Desired Outcome	Action/cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Increase % of boys attaining the GLD in reading, writing and maths.	Teaching & Learning Consultant to support £1000 Improved Outdoor area £5000	High success rate of positively impacting school data and Teaching and Learning.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	ED	June 20

Further reduce fixed term exclusions and behaviour incidents.	Boxall and Interventions for BSED pupils delivered by teaching assistants.	Behavioural incidents already reduced since starting this approach.	Termly analysis of behaviour incidents reported to Governors.	SB	Termly
Maintain high attainment and increase rates of progress across Key Stages 1 and 2.	Rigorous monitoring of pupil groups. Pupil Progress Meetings. £4,000	The school has a systematic approach. Research shows consistency is key to school improvement.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	KB	Half Termly
Increase reading for pleasure and pupils exposure to a wide variety of books. Extend pupil's vocabulary. Pupils enjoy reading more. Pupils read more widely and often.	Library Loan Service £2100 Reading Areas and books £3000 Actively participate in Lancashire 'We are Reading,' Increase the profile of reading across school. Reading Calendar of events £1000	Research shows reading for pleasure for 10 mins per day increases pupil vocabulary and overall achievement.	Ensuring Library Loans enhance the existing book range. Invest in new titles for the KS1 and KS2 libraries	RK RK	April 20 July 20
Further improve Reading and Maths particularly in EYFS and KS1	Introduce Maths no problem & CPD Maths - £7500 CPD Reading & additional resources- £2500	Standards in maths are already increasing using the Singapore scheme. Progress internally is rapid. Other schools using the Lancashire English scheme have increased progress and standards in English using this approach.	Clear measureable action plans. Subject Leaders to monitor following advisor input. Governors to receive data analysis each half term.	LJ SB	July 20

Expand life experiences and develop an understanding of cultural capital. Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Curriculum Theme Weeks Additional experiential learning £4500	Pupils enjoy school more, behaviour improves measure in behaviour incidents reducing, positive behaviour for learning and positive pupil attitude questionnaire.	Staff meetings to plan theme weeks. Timetables and clear curriculum purpose.	KB	June 20
Mobile pupils attain and progress equally as well as non-mobile pupils.	Target Tracker & Pupil Progress Meetings £950 Interventions identified for pupils early. Mobile pupils are given a baseline assessment.	Centre for Economics 2006 identified a link between social deprivation, lower attainment and high mobility. Careful tracking will ensure accelerated progress through targeted interventions.	Pupil Progress Meetings Data analysis	KB	June 20
Targeted Support					
Behavioural issues for identified pupils addressed.	Special Teacher Reports and Educational Psychologist Visits £5,000 Apply for EHC Plans	Pupils have assessments by specialist professionals who provide strategies and advice to school	Ensure reports are shared with staff and intervention/strategies recommended are put in place. EHC plans are in place for eligible pupils.	SB	June 20
Develop pupils' social, emotional development. Pupils with social emotional difficulties are identified and supported. School supports vulnerable children well because we	Pastoral and behaviour support for children struggling to access the curriculum. Provision of small group work with teaching assistants for speech and language development,	Previously children with social emotional difficulties have received TA support. Pupils are now assessed by specialist professionals who provide strategies/advice to school, including local outreach behavioural schools when individuals have caused serious	Analysis of behaviour data. Analysis of interventions. Appraisal for Family worker.	CC	June 20

<p>implement the high quality professional advice given.</p> <p>Number of serious incidents are reduced. Reduction in the number of fixed term exclusions being issued.</p>	<p>precision teaching and social and emotional development. Pupils are able to manage their behaviours more appropriately. They have strategies to support them in class and around school.</p> <p>Interventions for social development implemented. £4700</p>	<p>concern. This approach will target pupils when they start showing signs of difficulties.</p>			
<p>Staff are trained to deliver high quality, measurable interventions to vulnerable and pupil premium funded children.</p> <p>Improve oral language skills for pupils.</p>	<p>Employment of designated teaching assistants.</p> <p>Extend the range of high quality interventions.</p> <p>Provide training for staff.</p> <p>£88,000</p>	<p>Additional support for classes. Additional TA support reduces the adult to pupil ratio.</p>	<p>Analysis of interventions. Appraisal for TAs. Analysis of progress data.</p>	<p>SB KB</p>	<p>July 20</p>
<p>Increase attendance for Pupil Premium pupils</p>	<p>Individual meetings with parents wishing to take holidays. Fines actioned for unauthorised absence 10 sessions or more. Attendance board in hall. £2500</p>	<p>Although holidays in term time are affecting PP attendance. The school is implementing all the actions possible. Increase profile of attendance</p>	<p>Attendance increases for PP pupils.</p>	<p>CC</p>	<p>Half termly</p>

Appointments with outside agencies are kept.	Family Worker supports parents in keeping appointments. £700	Parental involvement plays a significant role in child development.	Pupil Progress Meetings Meetings with SENCo	KB SB	July 20
Homework is completed regularly.	Homework club and reward system £2,000	'Homework clubs provide a vital service for students who experience a form of disadvantage. They engage students who may otherwise drop out of the system.' (Victorian inquiry cited in Teacher Magazine 11/9/2014)	More children complete homework. KB to gather information from teachers about which children do not complete homework regularly and ensure they go to homework club.	KB	July 20
Families who are in need of support are identified early and supported.	Family worker £24,000	DfE 2011 Review of Best Practice in Parental Engagement.	Family support through CAF	CC	July 20
Other approaches					
Increase attendance for FSM pupils identified as persistently absent.	Breakfast Club subsidised £4,000	There are much fewer occurrences of children coming to school without a breakfast	Attendance analysis Attendance contracts for lates	KR	Termly
Expand life experiences and develop an understanding of cultural capital. Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Pupils take part in trips and visits. Pupils access a wider range of opportunities through trips and visitors to school. £6,850	Increased number of school trips and visitors expand pupils' experiences. A broad and balanced curriculum is established increasing pupil engagement and having a positive impact of pupil's mental health. Pupils experience a wider range of activities.	Ensure a variety of educational experiences are included. Ensure PP and vulnerable children attend.	KB	July 20

		Pupils have a greater understanding of the culturally diverse society in which we live. They have an appreciation of the host of opportunities available to them.			
Summary					
Total PPF received		£168,960			
Total PPF expenditure		£169,300			
PPF Remaining		£0			

Review of Pupil Premium Strategy 2018-2019						
Outcomes 2018-19						
Desired outcome and how they will be measured	Success Criteria	Impact				
Increase % of boys attaining the GLD in reading, writing and maths.	Boys eligible for PP in Reception class make rapid progress by the end of the year so that % of boys eligible for PP achieve the expected standard in writing and maths increases.	The percentage of PP eligible boys achieving GLD+ in 2019 reduced. This target will remain a priority.				
Reduce fixed term exclusions and behaviour incidents further.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards). Fixed term and permanent exclusion rates fall. Specialist teacher support/reports are obtained for identified pupils. Actions implemented. Positive impact on pupil progress, attendance and behaviour.	Behaviour incidents reduced overall. 2018 – 9 FTE involving 6 pupils, 4 of these pupils were at the school in 2019 none received further exclusions. 1 pupil now attends special provision. 1 pupil. 0 Permanent exclusions 2019 – 7 FTE involving 3 pupils, 1 resulting in Permanent exclusion, 1 now in special provision, 1 pupil has not received any further exclusions.				
Higher attainment and rates of progress across Key Stages 1 and 2.	Pupils eligible for PP make as much progress and attain equally as well as other pupils across GPS, reading, writing and maths in both Key Stage 1 and 2.	Over the last 3 years attainment for PP pupils has rapidly increased in Reading and Writing and increased in maths and combined.				
Higher rates of progress and higher attainment at end of KS1 and KS2.						
		KS2	2016	2017	2018	2019

		<table border="1"> <tr> <td>Reading</td> <td>7%</td> <td>57%</td> <td>71%</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>46%</td> <td>64%</td> <td>82%</td> </tr> <tr> <td>Maths</td> <td>27%</td> <td>29%</td> <td>43%</td> <td>77%</td> </tr> <tr> <td>Combined</td> <td>0%</td> <td>29%</td> <td>29%</td> <td>77%</td> </tr> <tr> <td>Reading progress</td> <td>-2.6</td> <td>-0.37</td> <td>-2.0</td> <td></td> </tr> <tr> <td>Writing progress</td> <td>+1.2</td> <td>-1.39</td> <td>-1.3</td> <td></td> </tr> <tr> <td>Maths progress</td> <td>+0.7</td> <td>-4.93</td> <td>-3.9</td> <td></td> </tr> </table> <p>At Key Stage 1 the % of PP children achieving the ARE or above increased for Reading, Writing and Maths. The % of PP achieving greater depth significantly increased.</p>	Reading	7%	57%	71%	82%	Writing	47%	46%	64%	82%	Maths	27%	29%	43%	77%	Combined	0%	29%	29%	77%	Reading progress	-2.6	-0.37	-2.0		Writing progress	+1.2	-1.39	-1.3		Maths progress	+0.7	-4.93	-3.9	
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Increased enjoyment in the curriculum.	Pupils eligible for PP take part in a wide range of trips, visits and activities. This extends their vocabulary and life experiences. Pupil enjoyment at school rises.	There were multiple trips and visits last academic year which included theatre, music and sports. Pupil attitudes towards learning has improved and pupils are positive about the school.																																			
Mobile pupils attain and progress equally as well as non-mobile pupils.	Progress and attainment for mobile and non-mobile groups shows pupils achieve equally as well.	Mobile pupils made good progress. 67% achieved the expected standard in Reading and Maths and 100% in GPS and Writing.																																			
Increase attendance for Pupil Premium pupils and reduce lates	Reduce the number of persistent absentees for pupils eligible for PP to below 10%. Overall PP attendance improves from 95.4% to 96%. The number of lates remains low.	PP persistence absence fell to 9.2% PP attendance increased to 95.9% Lates remained low.																																			
Families who are in need of support are identified early and supported.	Families feel supported, attendance increases and incidents of behaviour issues reduce.	Many family have received individual support from school accessing food banks and household items. Families are also supported who are on the continuum of need. 20% of the school are currently receiving this level of support.																																			

<p>Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.</p>	<p>Pupils eligible for PP take part in a wide range of sporting and outdoor adventurous activities. Social and team building skills are developed.</p>	<p>PP children take up the clubs on offer.</p>
<p>Homework is completed regularly.</p>	<p>The number of pupils completing homework on a weekly basis has risen to 90%. Parents attend the sessions run by staff.</p>	<p>Pupil completing homework increased in 2019 but this remains a target for PP pupils.</p>