

St Mary's School Pupil Premium strategy (2019/20)

Pupil roll: 217 (14 Pupil Premium / 11 Service Premium)	Strategy date: September 2019	Next planned strategy review: January 2020
Budget: £21,080 Pupil Premium / £3,300 Service Premium	Vulnerable Pupils Lead: Liam Jordan	Pupil Premium Governor: Richard Wallace

1. Introduction

The Pupil Premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or who received FSM at any point during the previous six years (F6). Schools also receive additional funding for Pupils who belong to service families (Service Premium) or are in care (Looked After Children).

Nationally, the statistics show that students who are in receipt of FSM achieve less well than their peers in external exams. The purpose of the Pupil Premium funding is to help schools to close the attainment gap between FSM and non-FSM pupils.

St Mary's typically has fewer students who are in receipt of FSM when compared with schools nationally. Around 6% of St Mary's pupils are eligible for Pupil Premium funding through FSM/F6 (compared to a national average 26%). An additional 5% of pupils are eligible for Service Premium.

The proportion of pupils eligible for Pupil Premium funding through FSM/F6 who are on the SEND or Pre-Action registers is higher than the non-Pupil Premium FSM/F6 group.

2014-15: 27% (6 of 22) compared to 6% of non-PP FSM/F6 pupils. 2015-16: 35% (7 of 20) compared to 6% of non-PP FSM/F6 pupils.

2016-17: 20% (4 of 21) compared to 6% of non-PP FSM/F6 pupils. 2017-18: 21% (4 of 19) compared to 8% of non-PP FSM/F6 pupils.

2018-19: 31% (4 of 13) compared to 9% of non-PP FSM/F6 pupils. 2019-20: 14% (2 of 14) compared to 9% of non-PP FSM/F6 pupils.

2. Main barriers to educational achievement faced by disadvantaged pupils

- Pupils who eligible for PP who are also on the SEND registers – there is cross-over of needs which create additional barriers. 4/13 PP pupils (31%) are on the SEN full SEND or Pre-Action registers compared to 9% of Non-PP pupils.
- A small number of PP pupils have specific social / emotional and / or behavioural support needs. These needs can impact upon attitude to learning and personal progress / productivity.
- A significant proportion of pupils within the PP group can struggle with a lack of confidence and demonstrate a fixed mindset attitude towards their learning. They can lack resilience and this has an impact upon their progress over time.
- Within the PP group it is more prevalent for pupils to not complete homework tasks (either at all or to an acceptable standard) and more interaction / communication between home/school to be more challenging for the school to maintain.
- A small number of PP pupils have issues with punctuality and attendance (often associated with family issues). This impacts upon the overall attendance of the PP group (compared to the non-PP group).

3. Overcoming identified barriers and reasons for approaches (2019-20 academic year)

Priority	Chosen Action / Approach	Lead Staff	Success Criteria	Monitoring & Review of implementation
1. To deliver highly effective targeted support /intervention programmes and consistently high-quality classroom provision for the Pupil / Service Premium groups.	<p>>SEND focussed in-class and withdrawal linked to My Plan Targets.</p> <p>>Focussed support / challenge within lessons and through feedback / follow-up.</p> <p>>Weekly 1-2-1 / paired tutoring sessions led by a qualified teacher / Teaching Assistant (focussed upon RWM next-step targets.</p>	<p>SENDCo / Class TAs / SEND TAs</p> <p>Teachers / Class TAs</p> <p>Head Teacher PP Teacher</p>	<p>>PP / SP pupils with SEND make strong progress with My Plan targets.</p> <p>>PP group make strong, accelerated progress in reading, writing and maths.</p> <p>>A higher proportion of PP pupils meet ARE.</p> <p>>Attainment gap between PP and non-PP pupils continues to narrow.</p>	<p>-My Plan SEND reviews (SENDCo)</p> <p>-Termly Pupil Progress meetings (HT)</p> <p>-Termly data analysis (HT)</p> <p>-Review of tutoring records and progress evidence (HT)</p>
2. To closely monitor the day-to-day performance and participation of Pupil Premium children (completion & quality of work tasks, follow-ups and homework tasks; behaviour & attitude to learning).	<p>>PP Champions meet with each PP child once/ twice per week to review RWM work tasks, homework books and behaviour records.</p> <p>>Misconceptions addressed, tasks/follow-ups completed, opportunities for Q&A.</p>	Class PP Champions (Class TAs)	<p>>Review meetings (PP Champions / PP pupils) completed as scheduled.</p> <p>> PP Pupils fully complete work tasks and respond to feedback / complete follow-up tasks.</p> <p>>Issues arising in relation to work tasks, homework or behaviour & attitude to learning are quickly identified and swiftly addressed; as progress of the PP group is strong.</p>	<p>-Monitoring of PP Champion records (VP Lead).</p> <p>-Scrutiny of PP workbooks (SLT)</p> <p>-Termly analysis of behaviour records and achievement charts (HT)</p>
3. To ensure that Pupil / Service Premium pupils are able to access and fully participate in, all aspects of school-life including homework, extra-curricular activities, competitions and events.	<p>>PP pupils to be given free access to teacher led extra-curricular clubs and actively encouraged to participate.</p> <p>>An additional School Council place (in Years 4-6) from the class Pupil Premium group.</p>	Head Teacher Admin Assistant	<p>>Pupils have positive views regarding school and feel a strong sense of belonging (as evidenced through pupil questionnaires & interviews)</p> <p>>Pupils are fully integrated in wider school life.</p> <p>>Pupils complete required out of school learning consistently and to good standard and this contributes to their overall academic progress.</p>	<p>-Pupil surveys and conferencing (PP Governor).</p> <p>-Analysis of club attendance (Termly) (Admin Assistant)</p> <p>-Monitoring of homework books / HW related test outcomes (PP Champions)</p>

4. How will Pupil Premium Funding be spent? (2019/20 Academic Year)

In 2019/20 there are 9 pupils on-roll who are eligible for Free School Meals and 6 who meet the criteria for Forever 6. The school will receive Pupil Premium funding for 14 pupils (4 Infants and 10 Juniors) and Service Premium for 11 pupils (1 Infant and 10 Juniors). For each pupil the school receives £1320 per FSM / Forever 6 pupils and £300 per Service pupil.

We estimate that the school will receive £21,080* in Pupil Premium and £3,600* in Service Premium funding for eligible pupils. Total estimated income **£24,680**

*Funding received is based on historic census figures from the previous academic year so the funds received will not tally with numbers on roll

Planned Pupil & Service Premium Spending 2019-20		
In- class provision	Withdrawal / Interventions	Extra-Curricular / Other
<ul style="list-style-type: none"> Additional Teaching Assistant hours to provide focussed support for identified pupils in Reception and Years 1-6. Class Teaching Assistants to lead targeted intervention programmes and undertake weekly review sessions with pupils. <u>£12,000</u> 	<ul style="list-style-type: none"> Programme of 1-2-1 tuition sessions for pupils in Years 3-6. (focussed upon identified next-targets in reading, writing and/or maths). Sessions led by a qualified teacher <u>£8,000</u> Programme of 1-2-1, paired tuition sessions or small group booster sessions for pupils in Infant classes (focussed upon identified targets for phonics, reading, writing and/or maths). Sessions led by a qualified Teaching Assistant. <u>£1,100</u> Targeted support for Pupil Premium / Service pupils with additional needs (intervention / support programmes) led by the SENDCo. <u>£4,000</u> Intensive 1-2-1 / paired English language withdrawal sessions led by an EAL Teaching Assistant to support identified non-English speaking Service Pupils. <u>£3,000</u> 	<ul style="list-style-type: none"> Attendance at fee paying after-school clubs (each child can attend one club session per term free of charge) and music tuition. Assistance with costs of trips, curriculum activities and funding of 6 pupil places on Y6 residential. Pupil swimming sessions (Years 3 & 4) Provision of hot school meals for Forever 6 pupils in Junior Classes (x5) <u>£3,500</u>
<u>£12,000</u>	<u>£16,100</u>	<u>£3,500</u>

Planned Service Premium Spending 2019/20 (included in overall figures above)

- Provision of intensive intervention / support for Service pupils who are new to English (through temporary employment of a designated EAL Teaching Assistant to lead small group / 1-2-1 language withdrawal sessions).
- Targeted support for Pupil Premium / Service pupils with additional needs (intervention / support programmes) led by the SENDCo.
- Enabling Service Pupils to integrate fully in the wider life of the school (through the providing free access to one term of after-school clubs per pupil).

Total Planned Spending

In-class provision £12,000

Withdrawal / Interventions £16,100

Enrichment/Extra-Curricular/Other 3500

Total £31,600 (£24,680 from Pupil/Service Premium /£6.920 from the revenue budget)

5. How was Pupil Premium Funding be spent? (2018/19 Academic Year)

In 2018/19 there were 7 pupils on-roll who were eligible for Free School Meals and 6 who met the criteria for Forever 6. The school received Pupil Premium funding for 13 pupils (2 Infants and 11 Juniors) and Service Premium for 10 pupils (4 Infants and 6 Juniors). For each pupil the school received £1320 per FSM / Forever 6 pupils and £300 per Service pupil.

Overall the school received £26,000* in Pupil Premium and £3,000* in Service Premium funding for eligible pupils. Total income £29,000

*Funding received is based on historic census figures from the previous academic year so the funds received will not tally with numbers on roll

Pupil & Service Premium Spending 2018-19		
In- class provision	Withdrawal / Interventions	Extra-Curricular / Other
<ul style="list-style-type: none"> Additional Teaching Assistant hours to provide focussed support for identified pupils in Reception and Years 1-6. Class Teaching Assistants to lead targeted intervention programmes and undertake weekly review sessions with pupils. <u>£12,000</u> 	<ul style="list-style-type: none"> Programme of 1-2-1 tuition sessions for pupils in Years 3-6. (focussed upon identified next-targets in reading, writing and/or maths). Sessions led by a qualified teacher <u>£7,392</u> Programme of 1-2-1, paired tuition sessions or small group booster sessions for pupils in Infant classes (focussed upon identified targets for phonics, reading, writing and/or maths). Sessions led by a qualified Teaching Assistant. <u>£1,140</u> Targeted support for Pupil Premium / Service pupils with additional needs (intervention / support programmes) led by the SENDCo. <u>£8,000</u> Intensive 1-2-1 / paired English language withdrawal sessions led by an EAL Teaching Assistant to support identified non-English speaking Service Pupils. <u>£3,420</u> 	<ul style="list-style-type: none"> Attendance at fee paying after-school clubs (each child can attend one club session per term free of charge) and music tuition. Assistance with costs of trips, curriculum activities and funding of pupil places on Y6 residential. Pupil swimming sessions and hot school meals. <u>£500</u>
<u>£12,000</u>	<u>£19,952</u>	<u>£500</u>

Service Premium Spending 2018-19 (included in overall figures above)

- Provision of intensive intervention / support for Service pupils who are new to English (through temporary employment of a designated EAL Teaching Assistant to lead small group / 1-2-1 language withdrawal sessions).
- Targeted support for Pupil Premium / Service pupils with additional needs (intervention / support programmes) led by the SENDCo.
- Enabling Service Pupils to integrate fully in the wider life of the school (through the providing free access to one term of after-school clubs per pupil).

Total Spending

In-class provision £8,000

Withdrawal / Interventions £27,300

Enrichment/Extra-Curricular/Other £500

Total £32,452 (£29,000 from Pupil/Service Premium /£3,452 from the revenue budget)

6. Impact: How well do students in receipt of Pupil & Service Premium achieve in relation to national expectations?

Attainment & Progress 2018/19 Pupil Premium group

a. End of Key Stage 2 (Year 6)

There were 2 pupils in the cohort for whom the school received Pupil Premium and 3 pupils for whom the school received Service Premium.

The national expectation for 'expected standard' for attainment at the end of KS2 is a scaled test score of 100 (in Reading, Maths and GPS) and a Teacher Assessment of 'expected standard' in writing.

Comparison of achievement of Pupil Premium & Non-Pupil Premium & Service groups at KS2 (Year 6)

In Year 6 2018/19 % Expected Standard+	St Mary's School				National	
	PP PUPILS (2)	Non-PP PUPILS (29)	Service (2)	Non-Service (29)	Nat. ALL PUPILS	Nat. PP*
% of pupils achieving the expected standard in Reading	100%	90%	100%	100%	73%	64%
% of pupils achieving the expected standard in Writing	50%	90%	100%	100%	78%	67%
% of pupils achieving the expected standard in Maths	100%	97%	100%	100%	79%	64%
% of pupils achieving the expected standard in GPS	100%	97%	100%	100%	78%	-

% High Score / Greater Depth	PP PUPILS (2)	Non-PP PUPILS (29)	Service (2)	Non-Service (29)	Nat. ALL PUPILS	Nat. PP*
% of pupils achieving a High Score in Reading	50%	38%	50%	38%	28%	18%
% of pupils achieving Greater Depth in Writing	0%	14%	50%	10%	20%	11%
% of pupils achieving a High Score in Maths	100%	34%	0%	41%	24%	14%
% of pupils achieving a High Score in GPS	50%	48%	100%	45%	34%	36%

Average Scaled Test Scores	PP PUPILS (2)	Non-PP PUPILS (29)	Service (2)	Non-Service (29)	Nat. ALL PUPILS	Nat. PP*
Reading	110.5	107.4	107.5	107.6	104	102.6
Maths	111	108.8	105	109.3	105	101.9
GPS	110	110.6	112	110.5	106	-

*2018 SATs test values for the 'disadvantaged' (PP) group from ASP

Pupil Premium (Year 6 KS2 SATs)

- The average scaled test score in READING was 110.5 / 2 of 2 pupils (100%) achieved the expected standard. (50%, 1 of 2 achieved a 'high score').
 - The average scaled test score in MATHS was 111 / 2 of 2 pupils (100%) achieved the expected standard. (100%, 2 of 2 achieved a 'high score').
 - The average scaled test score in GPS was 110 / 2 of 2 pupils (100%) achieved the expected standard. (50%, 1 of 2 achieved a 'high score').
 - 1 of 2 pupils (50%) achieved the expected standard in WRITING. (0%, 0 of 2 achieved 'greater depth').
 - The average scaled test score READING & MATHS combined was 110.8
 - The average scaled test score READING, MATHS & GPS combined was 110.5
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- ***School Vs National***-The percentage of Pupil Premium pupils achieving the expected standard in READING, GPS & MATHS was well above the national average figure for all pupils / disadvantaged pupils. The percentage achieving the expected standard for WRITING was lower than national all pupils / disadvantaged pupils.
 - ***The percentage of Pupil Premium pupils achieving a HIGH SCORE in READING, GPS & MATHS was well above the national average figure for all pupils / disadvantaged pupils. The percentage achieving 'Greater Depth' for WRITING was lower than national all pupils / disadvantaged pupils.***
 - ***The average scaled test scores for the Pupil Premium group were well above the national figure for all pupils and the national disadvantaged group.***
 - ***In-school comparisons***: The percentage of Pupil Premium pupils achieving the expected standard in READING, GPS & MATHS was above the school non-Pupil Premium group. The percentage of pupils achieving the expected standard for WRITING was lower than the school non-PP group.
 - ***The percentage of Pupil Premium pupils achieving A HIGH SCORE in READING, GPS & MATHS was above the school non-Pupil Premium group. The percentage achieving 'Greater Depth' for WRITING was lower than the school non-PP group.***
 - ***The average scaled test scores for the Pupil Premium group were above the non-PP group for READING & MATHS and in-line for GPS.***

SERVICE Premium (Year 6 KS2 SATs)

- The average scaled test score in READING was 107.5 / 2 of 2 pupils (100%) achieved the expected standard. (50%, 1 of 2 achieved a 'high score').
 - The average scaled test score in MATHS was 105 / 2 of 2 pupils (100%) achieved the expected standard. (0%, 0 of 2 achieved a 'high score').
 - The average scaled test score in GPS was 112 / 2 of 2 pupils (100%) achieved the expected standard. (100%, 2 of 2 achieved a 'high score').
 - 2 of 2 pupils (100%) achieved the expected standard in WRITING. (50%, 1 of 2 achieved 'greater depth').
 - The average scaled test score READING & MATHS combined was 106.3
 - The average scaled test score READING, MATHS & GPS combined was 108.2
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- ***School Vs National***-The percentage of Service Premium pupils achieving the expected standard in READING, WRITING, GPS & MATHS was well above the national average figure for all pupils / disadvantaged pupils.
 - ***The percentage of Service Premium pupils achieving a HIGH SCORE in READING & GPS and 'Greater Depth' in WRITING was well above the national average figure for all pupils / disadvantaged pupils. The percentage achieving a HIGH SCORE in MATHS was lower than national all pupils / disadvantaged pupils.***
 - ***The average scaled test scores for the Service Premium group were well above the national figure for all pupils and the national disadvantaged group.***
 - ***In-school comparisons:*** The percentage of Service Premium pupils achieving the expected standard in READING, WRITING, GPS & MATHS was above the school non-SP group.
 - ***The percentage of Service Premium pupils achieving a HIGH SCORE in READING & GPS and 'Greater Depth' in WRITING was above the school non-SP group. The percentage achieving a HIGH SCORE in MATHS was lower than school non-SP group.***
 - ***The average scaled test scores for the Pupil Premium group were above the non-SP group for GPS, in-line for READING & below for MATHS.***

b. End of Key Stage 1 (Year 2)

There was 1 pupil in the cohort for whom the school received Pupil Premium and 4 pupils for whom the school received Service Premium.

Pupil Premium

- 1 of 1 pupil (100%) achieved the expected standard in READING. (100%, 1 of 1 achieved 'greater depth').
- 1 of 1 pupil (100%) achieved the expected standard in WRITING. (100%, 1 of 1 achieved 'greater depth').
- 1 of 1 pupil (100%) achieved the expected standard in MATHS. (100%, 1 of 1 achieved 'greater depth').

Service Premium

- 2 of 4 pupils (50%) achieved the expected standard in READING. (0%, 0 of 4 achieved 'greater depth').
- 2 of 4 pupils (50%) achieved the expected standard in WRITING. (0%, 0 of 4 achieved 'greater depth').
- 2 of 4 pupils (50%) achieved the expected standard in MATHS. (25%, 1 of 4 achieved 'greater depth').

c. Phonics screening check (Year 1)

There were 2 pupils in the cohort for whom the school received Pupil Premium and no pupils for whom the school received Service Premium.

Pupil Premium

- 2 of 2 pupils (100%) achieved the expected standard in the Phonics screening check.

d. EYFS

There was 1 pupil in the cohort for whom the school received Pupil Premium and 1 pupil for whom the school received Service Premium. The national expectation for attainment at the end of EYFS is for pupils to achieve the Good Level of Development Measure.

Pupil Premium

- 1 of 1 pupil (100%) achieved the Good Level of Development measure.
- 1 of 1 pupil (100%) reached the expected standard in reading & writing.
- 1 of 1 pupil (100%) reached the expected standard in number and SSM (shape, space & measure).

Service Premium

- 0 of 1 pupil (0%) achieved the Good Level of Development measure.
- 0 of 1 pupil (0%) reached the expected standard in reading & writing.
- 0 of 1 pupil (0%) reached the expected standard in number and SSM (shape, space & measure).

e. Whole School Pupil Premium group

Attainment & Progress

PP Group % ARE	Writing	Reading	Maths
September 2018	85% (11 of 13)	85% (11 of 13)	69% (9 of 13)
July 2019	69% (9 of 13)	85% (11 of 13)	85% (11 of 13)
%ARE Change from 2018	-16%	=	+16%
Progress (Expected)	+3.2 (+0.2)	+3.0 (=)	+3.5 (+0.5)
Expected Progress	85% (11 of 13)	92% (12 of 13)	100% (13 of 13)
Accelerated Progress	23% (3 of 13)	8% (1 of 13)	31% (4 of 13)

Attainment gap between Pupil Premium and non-Pupil Premium groups

	Writing	Reading	Maths
<i>Gap PP/Non-PP Sept. 2018</i>	<i>+9%</i>	<i>+4%</i>	<i>-13%</i>
Gap PP/Non-PP July 2019	-15% (non-PP +7% ARE)	-5% (non-PP +9% ARE)	-5% (non-PP +8% ARE)
<u>Gap change</u>	<u>+24%</u>	<u>+9%</u>	<u>-8%</u>

>Pupil Premium: The gap between the % of PP and non-PP pupils working at ARE+ is relatively small in READING (5%) & MATHS (5%) the gap in MATHS has narrowed considerably over the course of the year.

>The gap between the % of PP and non-PP pupils working ABOVE ARE is relatively small in MATHS (3%).

>The % of PP pupils working at ARE+ in maths has risen (+2 pupils / 16%) and Above ARE (W+1 pupil / M+1 pupil).

>Pupils made better than expected average progress in WRITING (+0.3) and MATHS (+0.5) but only expected progress in READING. The large majority of pupils made at least expected progress in (W85% 11 of 13; R92%, 12 of 13; M100%, 13 of 13).

>The % of PP pupils making expected progress (W84.6% / R92.3% / M100%) was broadly in line with the non-group for WRITING but better than the non-PP group for READING & MATHS.

>A significant proportion of pupils made accelerated progress across the year in WRITING & MATHS (W23%, 3 of 13; M31%, 4 of 13).

❖ There remains a considerable gap between PP and non-PP in WRITING (-15%) due to the %ARE+ for PP pupils falling by 2 pupils from baseline (85%, 11 of 13 @ ARE+ to 69%, 9 of 13).

❖ The %ARE+ for PP pupils working at ARE+ in READING is static (85%; 11 of 13) although the %ARE+ is broadly in line with the non-PP group (PP85% / non-PP 90%).

❖ The % of PP pupils working ABOVE ARE is lower than that of the non-PP group in WRITING (-15%) and READING (-21%).

f. Whole School Service Premium group

Attainment & Progress

SP Group % ARE	Writing	Reading	Maths
September 2018	25% (3 of 12)	33% (4 of 12)	67% (8 of 12)
July 2019	62% (8 of 13)	77% (10 of 13)	92% (12 of 13)
%ARE Change from 2018	+37%	+44%	+25%
Progress (Expected)	+4.7 (+1.7)	+4.3 (+1.3)	+4.3 (+1.3)
Expected Progress	100% (12 of 12)	100% (12 of 12)	100% (12 of 12)
Accelerated Progress	83% (10 of 12)	83% (10 of 12)	83% (10 of 12)

Attainment gap between Service Premium and non-Service Premium groups

	Writing	Reading	Maths
<i>Gap PP/Non-PP Sept. 2018</i>	-56%	-52%	-15%
Gap PP/Non-PP July 2019	-23%	-13%	+3%
<u>Gap change</u>	<u>-33%</u>	<u>-39%</u>	<u>-18%</u>

>Service Pupils made strong /very strong progress in all areas (READING +1.3, WRITING +1.7, and MATHS +1.3). All Service pupils (100%) made at least expected progress (better than the non-group) with a majority making accelerated progress in all areas (W83% / R67% / M67%), much higher than the non-Service group).