



St Mary's Primary School

1. Summary information					
School	St Mary's CE VC primary School				
Academic Year	2018/19	Total PP budget	£17,160	Number of pupils eligible for LAC	0
Total number of pupils	55	Number of pupils eligible for PP	13 (24%)	Number of pupils eligible for Post LAC	0

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in KS2 RWM	0% (1 pupil)	70%
% achieving Expected or above in KS1 RWM	0%	Not Yet Released
Progress	Reading: -0.14 Writing: -5.76 Maths: -7.55	Reading – 0.31 Writing – 0.24 Maths – 0.31

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading – Pupils eligible for PP do not reach the same level of attainment as their peers, due to inferior comprehension skills and opportunities to read at home.
B.	Writing – Pupils eligible for PP do not reach the same level of attainment
C.	Enrichment Activities – Pupils eligible for PP are unable to access additional enrichment activities, due to financial barriers.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are below that of the rest of the school. This reduces their school hours and causes them to fall behind their peers.

Area of Spend	Intended Outcomes – Why were these Approaches Taken	Actions
<p>Employment of an additional KS2 class teacher, with a Maths specialism to ensure gap between PP children and peers is narrowed, particularly by the end of KS2.</p>	<p>Improved learning outcomes across all subject areas, but particularly in Maths.</p>	<ul style="list-style-type: none"> - New KS2 Teacher works closely with HOS and KS2 lead to plan and deliver effective differentiated teaching to ensure the PP children make improved progress towards end of year expectations. - PP children are exposed to more Greater Depth opportunities to further develop their understanding their mathematical reasoning and arithmetic skills.
<p>Dedicated intervention 1:1 and in small groups – English & Maths (increased adult support).</p>	<p>Improved learning outcomes in reading, writing and maths in order to narrow the gap towards end of year age-related objectives.</p> <ul style="list-style-type: none"> - 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) - Improved confidence for pupils in specified areas - Learning tasks tailored to specific needs of pupils – closing gaps in understanding - Consolidation of learning completed in classes – time for practice and application of skills - Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology - Tracking of pupils who are also on SEN 	<ul style="list-style-type: none"> - Ta/Intervention timetable carefully planned to make best use of pre-teaching, in class and intervention support. - Regular communication between staff around individual pupils needs, progress, pre-teaching resources/materials, learning to consolidate and sharing of resources. - Daily Intervention timetable set up and reviewed regularly to address specific needs. - Teachers & TAs to review regularly where pupils require keep up, catch up or pre-teaching. - Lead Intervention TA to monitor and collect data on specific interventions and meet with Additional Needs Lead and Class Teachers to review progress/ impact and re-shape interventions/groupings where necessary. - PP pupils to be identified in planning by

	<p>register – teaching tailored to needs of pupils</p> <ul style="list-style-type: none"> - Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and targets set for their progress 	Class Teacher.
Dedicated small group support for Reading Inference & Spelling	<ul style="list-style-type: none"> - Improved learning outcomes in reading (meeting end of year age-related objectives) Priority reading with staff if pupils are unable to read at home 	<ul style="list-style-type: none"> - Careful tracking of reading journals – ensure regular reading takes place · Close communication between TAs, teachers and HT to track pupils of concern
Support with school uniform	<ul style="list-style-type: none"> - To promote a sense of inclusion · To promote attendance, good behaviour 	<ul style="list-style-type: none"> - Inform parents of PP pupils on entry that support is available
Funding for school trips and residential trips	<ul style="list-style-type: none"> - Pupils are able to participate fully in school trips and residential trips · Learning is supported by trips that are carefully planned to enhance the school’s curriculum · Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> - Initial letters to include information for parents about available funding · School office to liaise with parents and HT regarding specific requests for funding · Teachers made aware of funding available – can approach parents if appropriate
Support with Breakfast Club and After School Club	<ul style="list-style-type: none"> - Places fully funded for Breakfast and After School Clubs to provide PP children with wider scope of social/educational activities. - Social skills are developed through participation in a range of clubs provided by the school or external providers · Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities · Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs · Staff to talk to children/parents about possible interests and available clubs · SLT to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Support with Peripatetic Music Lessons	<ul style="list-style-type: none"> - PP children wishing to learn musical instruments are not prevented from doing 	<ul style="list-style-type: none"> - Inform parents of PP pupils on entry that support is available

	so by the cost and lessons are fully funded by the PP grant.	
--	--	--

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

At St Mary's CE VC Primary School, the usual cycle of data collection and the monitoring and tracking of each cohort's attainment and progress will be used to inform pupil progress meetings and enable the early identification of need, support and appropriate intervention. Review meetings will take place each term and will include the Head of School and class teacher as well as teaching assistants where appropriate. The Head, additional needs lead and TA for children with additional needs meet regularly to review the impact of interventions. School attendance data is reviewed at least termly and more often for pupils where there is a concern.

As numbers of pupils in receipt of PP are small, we review the impact of actions taken per pupil and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for intervention groups, we will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item at meetings of the Local Governing Body.

Designated staff members in charge:

Emily Smith, Head of School

Clare Kew, Additional Need Lead/SENCO

Nominated governor: Patti Barnes, Chair of Governors