

## St Mary's CE VC Primary School, Thorncombe - Pupil Premium strategy 2019/20

1. Summary information					
School	St Mary's CE VC Primary School, Thorncombe				
Academic Year	2019-2020	Total PP budget	£7,920	Date of most recent PP Review	3/09/2019
Total number of pupils	41	Number of pupils eligible for PP	6	Date for next internal review of this strategy	1/4/20

2. Current attainment (July 2019 data)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths – KS1	100%	69%
% achieving expected standard of above in reading, writing & maths – KS2	57%	70%
Progress	Reading- 1.00 Writing - -2.18 Maths – 0.54	Reading - 0.31 Writing – 0.24 Maths – 0.31

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Attitude to learning
B.	Low self-esteem
C.	Academic ability - reading
D.	Speech & language difficulties
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
E.	Attendance issues
F.	Lack of resources/basic needs
G.	Social, emotional and mental health issues

Area of spend	Focus	Total Allocation
Additional Time from MAT SENDCO/EP/External Agencies	Various	£500
Additional/focussed TA support in classes and for focused interventions, or for teachers to support PP.	English and maths	£2000
Funding for extra-curricular clubs and breakfast club	Personal and social	£1000
Additional learning resources	English and maths	£300
Funding for school trips and residential trips	Personal and social	£400
School uniform subsidy	Personal and social	£300

<b>Peripatetic Music Lessons</b>	Personal and social	£300
<b>Counselling – Mental Health and Wellbeing Support</b>	Personal and social – Attitude to learning	£500
<b>Specialist Half Termly Computing teaching</b>	Maths and ICT	£1500
<b>TT Rockstars online learning subscription</b>	Maths and ICT	£300

**Key expenditure – how the allocation was spent**

<b>Area of spend</b>	<b>Intended outcomes – why these approaches were taken</b>	<b>Actions</b>
<b>TA support in KS2 for focused interventions and support</b>	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. Communication and interaction, spelling and handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practice and application of skills</li> <li>• 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.</li> <li>• Priority reading with TAs or volunteers if pupils are unable to read at home</li> <li>• Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils against gaps and needs analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly review of interventions with ANL, CT and TA input.</li> <li>• Teacher and ANL review – careful planning of interventions to be completed termly. ANL to handover intervention information to the relevant TA.</li> <li>• TAs to provide evidence of outcomes and plan for next steps alongside ANL and teachers.</li> <li>• Clear communication between teachers and TA – expectations within lessons</li> <li>• Close communication between TA, teachers and HT to track pupils with concerning attendance and/or punctuality. Admin to address concerns with parents and develop action plan as necessary. Regular review of groupings and re-shaping of focus as required Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes.</li> </ul>
<b>Additional time from MAT SENDCO/ EP/ external agencies</b>	<ul style="list-style-type: none"> <li>• Ensure relevant outside agencies are involved in order to best support PP children, including MAT SENDCo.</li> <li>• Staff training where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of MAT SENDCo for advice, teaching, training. ANL has weekly contact with MAT SENDCo to discuss any concerns or seek advice.</li> <li>• Access screening for dyslexic tendencies</li> <li>• Use EP as needed for PP children</li> </ul>
<b>Funding for extra-curricular music lessons/clubs</b>	<ul style="list-style-type: none"> <li>• Social / emotional skills are developed through participation in a range of clubs provided by the school or external providers – sports, art &amp; crafts, cooking etc.</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities.</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop greater self-confidence and a growth-mindset approach to learning/life.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Staff to talk to children/parents about possible interests and available clubs</li> <li>• Pupil accessing 1-1 music provision. This has had a noticeable impact on their confidence and attainment in the classroom.</li> <li>• Pupils develop improved teamwork and resilience through range of sporting activities.</li> <li>• All areas of the curriculum are celebrated in whole school celebration worship.</li> </ul>
<b>Additional learning resources</b>	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as laptops to complete games/tasks that consolidate learning</li> </ul>	<p>Pupils regularly asked for ideas about how to spend funding – School Council</p> <p>Teachers, ANL and TAs made aware of apps available</p>

	<ul style="list-style-type: none"> <li>• A range of learning styles can be catered for both in the classroom and around the school grounds</li> </ul>	<p>to support different areas of need (i.e. spelling, memory, times tables)</p> <ul style="list-style-type: none"> <li>• Extensive outdoor space is used on a regular basis by all classes to support consolidation of learning and provide opportunities for a range of learning styles.</li> </ul>
Funding for school trips and residential	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• HoS to liaise with parents and CTs regarding specific requests for funding</li> <li>• Teachers made aware of funding available – can approach parents</li> </ul>
Funding for dedicated Social & Emotional support/counselling for vulnerable pupils	<ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Systems in place to establish what support is needed.</li> <li>• TA's, Teachers and MTA's present daily during break and lunch times to support with any social interaction and behavioural issues.</li> <li>• ANL available for 1:1 Social and Emotional support sessions were required.</li> </ul>

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

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every 9 weeks) and will include a member of Senior Management, teachers, TAs and the Pupil Premium Leader.

Designated staff member in charge: Emily Smith

Nominated governor: Patricia Barnes

Date of next Pupil Premium Strategy Reviews: Summer

