

**St Mary's CE School  
Pupil Premium Plan  
2018/19**

<b>Number of pupils and pupil premium grant (PPG) received September 2017</b>	
Total number of pupils on roll:	447
Total number of pupils eligible:	21
Amount of PPG received per pupil:	£1,320
Total amount of PPG received: Based on January 2018 Census	£27,380

<b>Performance of Disadvantaged Pupils</b>		
	2017 – 2018 PP eligible pupils (20 pupils at the end of summer 2018)	2017 – 2018 Pupils not eligible (school)
% Achieving GLD in Reception	<b>40%</b>	<b>77%</b>
% Achieving expected standard in Phonics Screening Check	<b>50%</b>	<b>96%</b>
<b>Key Stage One (Year 2)</b>		
% Achieving ARE in Reading	<b>67%</b>	<b>79%</b>
% Achieving ARE in Writing	<b>67%</b>	<b>73%</b>
% Achieving ARE in Mathematics	<b>0%</b>	<b>77%</b>
<b>Key Stage Two (Year 6)</b>		
% Achieving ARE in Reading	<b>75%</b>	<b>79%</b>
% Achieving ARE in Writing	<b>50%</b>	<b>73%</b>
% Achieving ARE in Mathematics	<b>25%</b>	<b>77%</b>

## Key Objectives

To raise achievement and narrow the gap between children from low income and other disadvantaged families and their peers.

To ensure that children are happy and confident at school, provided with pastoral support where necessary.

To ensure that children receive experiences which enable them to achieve the very best outcomes in terms of their academic and personal development.

To develop their self-belief through growth mindset based praise and by developing personal, individual relationships with them.

## Summary of Barriers for Pupils

- Joining part way through their schooling and therefore experience disruption to learning
- Attendance and punctuality
- Parenting skills/low parental engagement
- Focus and concentration – readiness to learn
- Lower starting points in English and maths
- Resilience and self-esteem
- Trauma and mental health issues within the family and/or child
- Relationships and self-confidence
- Special Educational Needs
- Socio-economic disadvantage
- Housing issues e.g. temporary poor quality housing

## Nature of support

- Providing short term intervention programmes for underachieving pupils delivered by Teachers and Teaching Assistants
- Additional Teaching Assistants in EYFS to enable small group interventions
- Teaching Assistants in Years 1 and 2 to teach phonic groups
- Teaching Assistants in KS2 focused on reading and reading comprehension
- Additional teaching support targeted at vulnerable children, including more able children
- Assessments, advice and support for specific issues and difficulties
- Therapeutic and nurture provision such as Play Therapy
- Gifted and talented interventions
- Extra-curricular clubs

### Rationale

- Evidence from EEF demonstrates that high quality, structured intervention, both 1:1 and groups, add between 4 and 5 months additional progress per year.
- Oxford SIS research demonstrates that Teaching Assistant support accelerates progress where Teaching Assistants are effectively trained.
- Evidence from EEF demonstrates that phonics intervention adds 4 months additional progress per year.
- Evidence from EEF shows that teaching reading comprehension strategies adds 6 months additional progress per year.
- Evidence from EEF about additional support in EYFS demonstrates this adds an additional 5 months progress per year.
- Data at St Mary's demonstrates that a significant number of disadvantaged pupils have lower starting points in English and maths so interventions are targeted at accelerating progress

Our aim is to continue to narrow the gaps between all our vulnerable learners which include our pupil premium children.

### Record of PPG Spending by item/project

Item/Project	Cost	Objective	Targeted Outcome/Impact	Evaluation
<b>RWI Phonics (EYFS/Y1/Y2)</b>	£5,828	To enable pupils to be taught in small phonics groups appropriate to the pupils' stage in reading development.	Targeted children make at least expected progress in reading and writing. Children in Year One pass PSC. Children meet ARE by end of Year Two.	
<b>Write Away Together</b>	£1,276	To enable pupils to improve the grammatical accuracy of individual sentences.	Targeted children make good progress in writing. They meet ARE in writing.	

<b>Individual Readers/Reading Comprehension Groups</b>	£5,104	A focus on comprehension strategies through guided reading, comprehension lessons and reading intervention groups will improve the attainment and progress.	Targeted children make good progress in reading per term. In 6 months they make at least 6 months progress.	
<b>Young Carers Group</b>	£738	Support to enable young carers to socialise with and gain support from others.	Improvements in resilience, attainment and well-being of pupils.	
<b>Small Group Intervention led by DHT and UPS Teacher</b>	£2,732	To accelerate progress and narrow gaps in English and mathematics.	Targeted children make good progress in reading, writing and mathematics in Y3 and are working securely with ARE.	
<b>Tales Toolkit – Training and Resources for EYFS</b>	£800	To develop high levels of pupil engagement in writing, while developing creativity, communication and social skills.	Children in EYFS develop storytelling skills, language and creativity becoming more confident and independent.	
<b>Play Therapy</b>	£6,270	To improve social skills, confidence, self-esteem and the resilience and tools needed to deal with the challenges in their lives.	Play therapist – analysis of pre/post intervention parental and teacher SDQs	
<b>After School Clubs</b>	No cost	To enrich the curriculum and breadth of opportunities.	Children enjoy and access opportunities to enrich their achievements.	

<b>Additional Teaching Assistant in KS2</b>	£2,914	To allow class teachers in Year Six to work with targeted pupils to accelerate progress and address gaps in knowledge and understanding.	To ensure targeted children make good progress in reading, writing and maths per term. Pupils meet ARE in reading, writing and maths at end of KS2.	
<b>Purchasing Equipment/Uniform</b>	£200	To be equipped for lessons so that this does not become a barrier or disadvantage.	Children access all areas of the curriculum, making good progress across the curriculum.	
<b>Mental Health Awareness Training for Staff</b>	£1,660	For key workers to support children with mental health issues/challenges to build resilience.	Identified children are supported so that they develop resilience and have good mental wellbeing that is not a barrier to attainment or progress.	

Disadvantaged Pupils' Progress against the targeted outcomes will be evaluated and reviewed, and presented to SLT/Governors termly.