

Pupil premium strategy / self-evaluation

1. Summary information					
School	St Marys C or E Primary School				
Academic Year	2018/19	Total PP budget	68,790	Date of most recent PP Review	July19
Total number of pupils		Number of pupils eligible for PP	43	Date for next internal review of this strategy	N/A end of year

2. Current attainment		3.
2017-2018 2018-2019	<i>Pupils eligible for PP (your school)</i> <i>Data for 2018-19</i>	<i>Pupils not eligible for PP</i> <i>Data for 2018-19</i>
% achieving expected standard or above in reading, writing & maths yr1-6	57% 49%	70% 71%
% making expected progress in reading (as measured in the school over yr 2-6) *	67% 86%	79% (school) 93%
% making expected progress in writing (as measured in the school over yr 2-6) *	67% 75%	71%(school) 88%
% making expected progress in mathematics (as measured in the school over yr 2-6) *	78% 90%	83%(school) 87%

4. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and Emotional factors

B.	Poor language skills in year current year1. Number of current year 1 children with SEN who are also PP is 57% (43% of these children have difficulties with S&L).		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
C.	Some low		
5. Intended outcomes (specific outcomes and		Success criteria	Review July 2019
A.	Improved progress in learning for PP with focus on children with SEN and PP	All PP children with SEN making at expected progress in all subject areas.	Progress Data 2017-18 Expected + Reading 50% Writing 25% Maths 50% Progress Data 2018-19 Expected+ Reading 60 %, Writing 40%, Maths 78 %
B.	Improved progress in learning for PP with SEMH factors	All PP children with SEMH making at expected progress.	Over half PP children with SEMH made at least expected progress in all areas with three children making accelerated progress.
C.	Speech and Language improvements for PP children in year 1 to increase progress in learning in Literacy.	Year 1 PP with S&L needs making expected progress.	Progress made in this area but most successful with highly individualised speech and language provision (MABEL).

5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	July 2019
Thrive/Tis approach being used across the school to support children's emotional well-being thus leading to improved academic progress.	Improved outcomes for all children with SEMH difficulties including Pupil Premium.	New TIS approaches need to be shared with the whole staff. SEMH factors having an impact on the attainment for some children.	TIS training given to all staff to ensure a deeper understanding. Some identified children receiving skilled 1:1 support sessions focusing on thrive activities. Small nurture groups led by skilled adults daily focusing on thrive activities.	All Staff	Training complete TIS support in place for children as needed. This has helped children's SEMH and attainment and progress with 6 out of 10 children identified accelerating progress in at least one area of learning.
Total budgeted cost					Support Staff delivering TIS/THRIVE
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this?	How will you ensure it is implemented well?	Staff lead	End of year review 2019

<p>To focus on key group of children who have made limited progress in Maths in year 5.</p>	<p>Focus group to have made expected progress in Maths.</p>	<p>Data shows lack of progress for one group in year 5.</p>	<p>Maths mastery approach embedded. Small group maths intervention for focus group. Additional skilled adult in the class during maths lesson to support focus group.</p>	<p>Hilary Tyreman Class teacher Emma Hope</p>	<p>4 out of 5 children making at least expected progress from Year 5. 3 children made accelerated progress.</p>
<p>To focus on a key group of 6 children, half of whom are not reaching their full potential using STEP programme</p>	<p>Accelerated progress for all children involved in the programme.</p>	<p>Data shows evidence of more progress being needed.</p>	<p>The STEP Programme is an individualised physical literacy programme used to impact on academic performance, pupil behaviour, resilience, physical development, wellbeing and self-esteem.</p> <p>It prompts significant improvement in struggling pupils aged 7-13 who are not meeting their full potential or hitting attainment milestones.</p>	<p>Emma hope All Staff</p>	<p>3 out of 6 children taking part in the STEP programme are also in receipt of PP. All children have made at least expected progress in reading and 2 out of 3 have made accelerated progress.</p>
<p>To develop personalised speech and Language interventions to help accelerate development and to limit the impact on speech barriers on writing and reading attainment in year 1.</p>	<p>All PP children in year 1 making good progress in reading and writing</p>	<p>Poor progress in speech development for PP children.</p>	<p>Use Mabel speech and language intervention package for schools. Skilled and Speech and Language trained HLTA to work with targeted PP children in class 1:1: and 1:2</p>	<p>Emma Hope Class teachers</p>	<p>MABEL was an effective individualised intervention and had a good impact on speech and language skills. Reading and Writing skills progressed in line with expected.</p>

<p>To develop children's self-esteem, social skills and team skills for a focused group in KS2. This leading to enhanced academic progress in Reading, Writing and Maths.</p>	<p>Children will use the natural outdoor environment to meet achievable targets based around building self-confidence, self-esteem and cooperation.</p>	<p>Some vulnerable children displaying social difficulties and low self-esteem within the classroom which is having a negative impact on progress and attainment.</p>	<p>Structured sessions led by trained forest school staff delivering a programme which is set both on and off the school grounds. Parents will be invited to the final session.</p>	<p>Emma Hope Class teachers Forest school leaders</p>	<p>This did not take place until the end of the year due to fund issues.. However a transition programme was set up for Yr 6-7 children.</p>
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iii. Other approaches

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Eradicate financial barriers to learning by using PP funding to ensure all children have full access to opportunities</p>	<p>All PP children participate 100% in opportunities offered by the school</p>		<p>Clear information given to all parents and carers and approached individually to ensure all made aware. Cover this aspect in meetings with families.</p>	<p>Hilary Tyreman</p>	<p>July 2019 Reviewed termly with class teachers</p>

Total budgeted cost

April 2018

£71,080 PP

£54,898 Staffing (including 0.3 SENCo, HLTAs and Support staff)

£16, 182 Resources

Actual end of year

£68, 790

£62,831 Staffing

£2,481 resources Balance to transfer to 201920 £3,478