

Pupil premium strategy St Mary's CofE (Aided) Primary School 2019 - 2020 Financial year

1. Summary information					
School	St Mary's CofE (Aided) Primary School, Pulborough				
Year	2019/2020	TOTAL	78180	Date of most recent PP Review	June 2020
Total number of pupils	325 17.6.2020	Number of pupils eligible for PP	66	Date for next internal review of this strategy	December 2020

2. Current Attainment		
From YR-Y6:	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Reading, Writing and Maths	33% (22 of 66)	65%
% making expected progress in Reading (as measured in the school)	50% (30 of 60)	73%
% making expected progress in Writing (as measured in the school)	42% (25 of 60)	78%
% making expected progress in Maths (as measured in the school)	52% (31 of 60)	79%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	English/Maths – Additional support for PP children to ensure the children meet at least ARE.	
B.	Phonic/Reading skills in EYFS and Key Stage 1 are lower for pupils eligible for PP than for other pupils. This slows Reading and Writing progress in subsequent years	
C.	Attendance – Attendance of children eligible for PP is lower than other children	
C.	Behaviour issues for children in Key Stage Two are having a detrimental effect on their learning and self-esteem and the progress of others in their class	
D.	Some children require nurture groups to raise self-esteem and have an impact on their learning	
E.	Identified children in Year 4 and Year 6 require small group work to diminish the gap.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates are lower for those eligible for PP	
G.	Identified children cannot afford trips or contribution to visits, visitors and workshops. Access to books/resources	
H.	Identified children require practical support with out of school clubs and wrap-around care	
I.	Transport to get to school	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Improved progress for this identified group of children.
B.	More pupils making expected progress in Key Stage 2 across Reading, Writing and Maths for PP children.	PP children's progress in line or above their peers.
C.	Reduction in behavioural issues in Key Stage 2 and exclusions.	The PP children's attendance in Time Out being in line or less than other pupils.
D.	Green Caterpillar and learning mentor will provide support to raise self-esteem.	There will be fewer incidents of challenging behaviour recorded in Time Out book
E.	Identified children in Y3 and Y5 will achieve in line with their peers in Reading, Writing and Maths.	Identified children will achieve ARE in Reading and Maths.
F.	Increase attendance rates for PP children and is similar to or better than other pupils.	Reduce the number of persistent absentees among pupils eligible for PP and overall attendance for this group improves to at least 90%.
G.	All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors.	Children will have fair access to trips, workshops, visits and visitors. 100% will attend enrichment activities through PP funding
H.	School will support identified families in providing wrap-around care with enrichment opportunities.	Identified children will be happy in their learning and make good or better progress in Reading, Writing and Maths.

5. Planned expenditure					
Financial year		2019/2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Numicon intervention Phonics intervention	Large group of children who seem to be behind based on their entry data.	Sessions planned, scheme followed, impact noted half termly. Interventions planned EYFS to monitor Intervention teacher to deliver interventions	PP coordinator HT to monitor	July 2020

Higher rates of progress for those in Key Stage 2 who are eligible for PP	When teachers can identify the barriers/gaps in learning then find the time to plug them.	The EEF toolkit suggests that targeted interventions matched to specific students with needs can help.	Extra teacher employed to help with Y3/Y5 and diminish the gaps based on teacher assessment.	PP coordinator HT to monitor	July 2020
Behavioural issues in Y4 and Y6 addressed and self-esteem improved for those who are impacting on the learning of others.	Identify a nurture group as intervention to help. Behaviour comes from an emotional response and so they need time to let adults work alongside and help them solve how they feel and raise self-esteem. Learning Mentor	Observation of nurture group by staff to see how others work alongside to take this into the classroom. Courses on behaviour SEND county lead exclusion project to look at how to engage these pupils further. All of these strategies can then be fed back into lessons and learning activities to keep these pupils motivated and ensure we are meeting their needs.	Early identification of these pupils and intervention put in place. Sessions recorded and improvements reported on. Monitor behaviour incidents to see a decrease in them. Monitoring of planning and evaluations by PP coordinator	PP coordinator HT to monitor	July 2020
Identified children in Y4 and Y6 will achieve in line with their peers in Reading and Maths	When teachers can identify the barriers/gaps in learning then find the time to plug them. Live Marking through Middle Leaders	Funding allocated to individual year groups to provide intervention work. Action research project on Live Marking	Children benefit from additional opportunities to practise key skills and the chance to work one to one or in small group, with a focus on interventions for Reading, Writing and Maths. Employ additional teacher 2 day a week.	SENDCo	July 2020
All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors. All PP children to be invited to join an afterschool club to bring on their individual skills	Provide financial support to families that are eligible. Ensure they have equal opportunity to attend clubs.	Lower income families often struggle to pay for trips and activities and therefore the children miss out; we want these families to engage fully with the curriculum in line with their peers. Cultural Capital and all children to attend clubs in line with the rest of the school. Invite to go to them first.	Overseen by the office team for Pupil Premium in line with the charging and remission policy. Send out letter to invite them personally to the clubs.	SBM	July 2020

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve knowledge of numbers and phoneme/grapheme correspondence in Y1.	Numicon intervention Phonics intervention	Large group of children who seem to be behind based on their entry data.	Sessions planned, scheme followed, impact noted half termly. Interventions planned. Use of iPads.	PP coordinator HT to monitor	
Increase attendance rates for pupils eligible for PP	Stickers each week Note in newsletter and on website to raise awareness. Engaging activities in class to get them in. Responsibilities given to these children to get them into school. Rock Steady (music enrichment for children eligible for PP)	We can't increase attainment and progress if the children are not actually in school. HT/DHT to follow up lack of attendance and ensure there is a plan in place. Class teachers to talk about attendance in class. Certificates and stickers to be given out to those children improving attendance weekly.	Daily PP coordinator to liaise with the office regarding who is out. Weekly attendance figures sent to analyse and challenge persistent attendance issues. Figures shared on website and newsletter. MASH used for persistent absentees to get outside agency involvement. Early Birds attendance to get pupils into school.	PP coordinator HT to monitor	
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Nurture Group for those experiencing difficulties Learning Mentor group to support self esteem More Forest School Leaders trained to ensure the sustainability of this. Play Therapy. Green Caterpillar.	We need to do something to help these children regulate their behaviour. We chose a nurture group because it was noticed that these children are not a problem out at Forest Schools and in outdoor learning experiences. They are also the children who will have practical occupations so need to enhance these skills to show them they can be successful. Learning mentor needs to make these children reflect on what makes them feel better about themselves in a focussed group time. Many of the children have experienced trauma and need support to deal with this. More staff need to be able to identify the triggers, the strategies and have resources to use to help support the need.	Monitor Early identification of these pupils and intervention put in place. Sessions recorded and improvements reported on. Monitor behaviour incidents to see a decrease in them. Monitoring of planning and evaluations by PP coordinator Learning Mentor meeting – Use of self-esteem programme – weekly notes kept. MMS support Activ8 Lunchtime support	PP coordinator HT to monitor	
Total budgeted cost					£71317.00

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for pupils eligible for PP	Multi-skills breakfast club to get these children into school and ready to learn. Early Birds Breakfast Club	Physical exercise is good for children and they enjoy it. By providing this the children come into school earlier and so are present to start learning. Children attending Breakfast Club for the same reasons as above.	Attendance raises for this group of children as there are some with persistent absence – see attendance figures shared at full governors’	HT/DHT/class teachers	
Allow inclusion for all pupils and ensure that children eligible for PP have the same chances and experiences as others.	Residential Music lessons	Then children benefit enormously from a residential, they get to experience new activities, live with others, sleep away from home. They find other things at which they are successful and work as part of a team.	100% attendance from PPG children at these events and signed up for at least one enrichment activity (club or musical instrument)	MW	
To ensure that all children feel they belong to help with behavioural issues	Uniform costs	Children need to feel part of the school and that they are not different.		MW/DHT/HT/SLT	
Improve Vocabulary	Bedrock Vocabulary	Children on the PPG list generally have lower expressive and receptive vocabulary and therefore need to be pre-taught vocabulary and given opportunities to find vocabulary, use it and put it into context. TA support to work with PPG children to do this.	Evidence in book scrutiny Bedrock scheme	NG	

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral skills in EYFS and Key Stage 1.	Staff training on speech sounds and vocabulary. Pre teaching vocabulary SALT session	There was a considerable impact on 2 of the children who made GLD.	The SALT TA and the targeted intervention gave these 2 children the skills that they needed and helped them access more of the learning in class. Sure Start programme Story sacks used, so reading quality texts.	40,594
Higher rates of progress for those in Key Stage 2 who are eligible for PP	When teachers can identify the barriers/gaps in learning then find the time to plug them.	Some children met ARE and diminished the gap.	We would continue with this approach as there were a greater number of children that made ARE. Open up the Library 4 hours per week and librarian to target PPG children	12055
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Identify a nurture group as intervention to help. Behaviour comes from an emotional response and so they need time to let adults work alongside and help them solve how they feel and raise self-esteem.	Behaviour incidents	Nurture group had a big impact on the self-esteem of these children. Out of the 6 children 5 of them have had minimal behavioural incidents. One has not had a single behaviour incident for the whole of the Summer term. Attendance was difficult for 2, which was a shame, so we need to consider their attendance when choosing them for the intervention.	3369
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral skills in EYFS and Key Stage 1.	SALT TA to be used Interventions in class	There was a considerable impact on 2 of the children who made GLD.	The SALT TA and the targeted intervention gave these 2 children the skills that they needed and helped them access more of the learning in class.	Included in top box

Increase attendance rates for pupils eligible for PP	Stickers each week Note in newsletter and on website to raise awareness Engaging activities in class to get them in. Responsibilities given to these children to get them into school. Rock Steady (music enrichment for children eligible for PP)		The amount in the box is for music allocation	331.00
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Nurture Group for those experiencing difficulties Learning Mentor group to support self esteem More Forest School Leaders trained to ensure the sustainability of this. Attachment Aware Training and resources.		One child in Angling for Education Your Space (Play therapy) Resources for implementation of groups Attachment Aware	3530 2400 141
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase attendance rates for pupils eligible for PP	Multi-skills breakfast club to get these children into school and ready to learn. Early Birds Breakfast Club	Improved attendance from PP children. Went up from 93.7% to 94.6%. Children develop a healthy approach to sport Children were in school on time.	Get more PP children involved through assembly and taster sessions. Send targeted letter to parents to explain the aim and why it is important.	316 4075 (Activ8) 950 (after sch clubs)

Allow inclusion for all pupils and that children eligible for PP have the same chances experiences as others.	Residentials. Music lessons	Children participated in the activity and created memories as well as living with others, thus improving social skills and trying a range of new activities for the PE outdoor curriculum.	Ensure that they want the place and do not drop out as 1 child dropped out.	2090 (residentials) 1115 (trips)
To ensure that all children feel they belong to help with behavioural issues	Uniform costs	The children looked smart and looked they belonged within their class. This led to greater self-esteem.	This proved successful although the children didn't take care or show respect for the uniform bought. Shoes to stay in school to ensure they don't get lost. One PP child commented that they were the smartest shoes he had ever seen.	347
Total budgeted cost				71313.00
Left for new financial year				6867.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Actions for the financial year 2020/2021

-

July 2020 – Actions for the next year

8. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

D.	English/Maths – Additional support for PP children to ensure the children meet at least ARE.
E.	Low entry point in Phonic/Reading skills. This slows Reading and Writing progress in subsequent years
F.	Attendance – Attendance of children eligible for PP is lower than other children
C.	Behaviour issues for children in Key Stage Two are having a detrimental effect on their learning and self-esteem and the progress of others in their class
D.	Some children require nurture groups to raise self-esteem and have an impact on their learning due to lack of engagement
E.	Pupils in receipt of Pupil Premium who also have a significant special educational need, particularly in Year 4 and Year 6, require small group intervention to diminish the gap.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates are lower for those eligible for PP	
G.	Identified children cannot afford trips or contribution to visits, visitors and workshops. Access to books/resources	
H.	Identified children require practical support with out of school clubs and wrap-around care	
I.	Lack of knowledge from parents of how to engage in their child's education and the importance of engaging with education at home.	
9. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
J	Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Improved progress for this identified group of children. Pupils eligible for Pupil Premium identified make at least as much progress as 'other' pupils across EYFS and KS1 in Maths and Writing. Measured by teacher assessments and successful moderation practices. Year 1 phonics measurement.
K	More pupils making expected progress in Key Stage 2 across Reading, Writing and Maths for PP children.	Pupils identified as eligible for Pupil Premium make at least as much progress as 'other' pupils across KS2 in Maths and Writing. Measured by teacher assessments in all year groups and successful moderation practices.
L	Reduction in behavioural issues in Key Stage 2 and exclusions.	The PP children's attendance in Time Out being in line or less than other pupils.
M	Improve the use of formative assessment to target in class misunderstandings and/or gaps in knowledge	Pupils eligible for PP make comparable progress across all subjects. Measured through pupil interviews and books looks.
N	Increase attendance rates for PP children and is similar to or better than other pupils.	Reduce the number of persistent absentees among pupils eligible for PP and overall attendance for this group improves to at least 90%.
O	All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors.	Children will have fair access to trips, workshops, visits and visitors. 100% will attend enrichment activities through PP funding
P	School will support identified families in providing wrap-around care with enrichment opportunities.	Identified children will be happy in their learning and make good or better progress in Reading, Writing and Maths.