

Pupil premium strategy statement St Mary's CE Primary

1. Summary information					
School	St Mary's CE Primary School				
Academic Year	2016/17	Total PP budget	£279,840*	Date of most recent PP Review	11/16
Total number of pupils	531*	Number of pupils eligible for PP	212*	Date for next internal review of this strategy	20/02/17

\*figures are approximate and based on Nov 2016 data and are subject to variation

2. Current attainment		
KS2	Pupils eligible for PP (school)	Pupils <b>not eligible</b> for PP (national average)
% achieving ARE or above in reading, writing & maths	53%	60%
% achieving ARE or above in reading	56%	71%
% achieving ARE or above in writing	79%	79%
% achieving ARE or above in maths	76%	75%
Progress in reading	-0.34	No comparator available
Progress in writing	1.51	No comparator available
Progress in maths	-0.02	No comparator available
KS1		
% achieving ARE or above in reading	90%	78%
% achieving ARE or above in writing	85%	70%
% achieving ARE or above in maths	95%	77%
Current attainment EYFS GLD	67%	69%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language skills
B.	Limited access to high quality literature and sufficient reading
C.	Access to key life experiences – trips and activities
D.	Access to a rich and varied vocabulary
E.	Confident acquisition of number concepts at an early stage (counting/amounts)
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
A.	Attendance rates and punctuality
B.	Parental engagement
C.	Attitudes to learning and importance of education

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Attain as well as non PPG children ensuring better progress from starting points	There is no difference in PPG pupils attainment and non-PPG
B.	Pupils are in a position to self-sustain their learning journey and educational engagement beyond Primary school.	Pupils show growth mindsets enabling them to engage with their learning and be ambitious for themselves. Transition with Secondary School is smooth.
C.	Pupils have access and opportunities to a wide variety of quality extra-curricula experiences which enable them to improve their vocabulary and communication skills and promote a willingness to try new things.	Establish a range of clubs, trips and experiences which run as part of school life where pupils who attend are able to bring those experiences to their learning in a positive and meaningful way.
D.	To engage parents and families in school life in order to promote the importance of education	Greater attendance at school events, workshops and parent evenings. Parental voice is positive and parents & families feel confident in being part of the school community.

## 5. Planned expenditure

Academic year

2016/17

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 actions / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Diminish the difference in attainment between disadvantaged and Other</p> <p>Improve the attitude and resilience of disadvantaged children</p>	<ol style="list-style-type: none"> <li>1. Talk For Writing</li> <li>2. Reading strategies</li> <li>3. Maths Approach – skills, mastery, manipulatives</li> <li>4. Making the most of feedback</li> <li>5. AM gap analysis system</li> <li>6. Growth Mindsets</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole school approach to a writing strategy. Focus on oral retelling would benefit not only EYFS but also children with low level vocabulary acquisition. T4W has a positive motivating impact on both children's learning and staff involved.</li> <li>2. Education Endowment Foundation has stated that reading comprehension strategies have a moderate impact for very low cost – teaching children specific strategies to comprehend texts works well with age 8+ children especially. Structured Guided Reading sessions are built upon sound comprehension strategies</li> <li>3. Mastery has become a key word in the teaching of mathematics in England recently. We have begun to investigate the different approaches to this programme of study and have joined a Maths Mastery Hub to enable a teacher to become a lead as well as investigating its use in other local schools. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. The EEF states that 'on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.'</li> <li>4. Feedback studies tend to show very high effects on learning. School has a key action in its SDP to monitor and follow up on feedback – especially in terms of marking.</li> <li>5. AM gap analysis allows for teachers to monitor the progress of individual children, groups and classes in the core curriculum subjects and then plan and create programmes of targeted support where necessary</li> <li>6. Developing a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results. US studies have shown a positive impact on pupil's learning. The evidence in the UK is less conclusive; but it has been identified as an area of interest with increased funding from the Government to carry out more extensive research. Meta-cognition and self-control programmes have been shown to have a large impact for a low cost.</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole school INSET. Review by Subject Lead – book looks and planning sessions with T&amp;L Lead</li> <li>2. Staff INSET – followed up by modelling Guided reading sessions in class and relevant materials given to each class teacher</li> <li>3. Maths Subject Lead to attend NCTEM Maths Hub programme over the next year and investigate the cost and key principles of the programme</li> <li>4. Whole school INSET and Staff meetings on marking. Regular marking monitoring by SLT, Subject Leads and phase leaders to ensure children are receiving quality feedback</li> <li>5. Whole staff INSET with yearly regular updates/reviews of process. Half-termly review of spreadsheets – sent to DH to review (see AM review report for more information)</li> <li>6. Whole school staff INSET (Aut 2016) with each class required to create a display highlighting Growth Mindset work in class; half-termly key word linked to mindset for focus – perseverance, challenge, criticism, effort, obstacles, success of others</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead for T&amp;L</li> <li>2. Lead for T&amp;L</li> <li>3. Maths Subject Lead</li> <li>4. SLT and Phase Leaders</li> <li>5. DH</li> <li>6. HT/DH</li> </ol>	<ol style="list-style-type: none"> <li>1. Aut 2017</li> <li>2. Aut 2017</li> <li>3. Aut 2017</li> <li>4. Summer 2017</li> <li>5. Annually – Sep 2016 – next – Sep 2017</li> <li>6. Summer 2017</li> </ol>

#### Total budgeted cost

1. Talk for Writing: INSET training day (£2,000); Materials & resources (£500); Lead teacher training and support (£2,000)
2. Reading Strategies: training and support (£1,000); Guided Reading Materials (£500); Haringey Support materials (£0)
3. Maths Mastery: Resources – manipulatives (£500) – Textbooks (£ - to be costed later); Cover cost for subject leads to attend Mastery Sessions (£1,000);
4. Making the Most of Feedback – Resources (£100); training and support (£1,000)
5. AM Gap Analysis System – Materials – sheets, folders, assessment etc. (£3,000); 1:1 Mentoring cover supplies – termly x 12 (£6,000)
6. Growth Mindset: INSET cost (£400); Materials and resources (£100)

**Total: £18,000**

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?
Diminish the difference between PPG children and Other in specific individual and group cases	The school runs a variety of intervention schemes and groups listed below: A. EYFS i. EAL/EMA support ii. Nurture Support iii. Motor Skills workshops iv. Speech & Language Therapy v. Phonics vi. Language Link B. Y1 i. Literacy support groups ii. EAL/EMA support iii. Nurture Support iv. Motor Skills v. Counselling/Play therapy vi. Phonics C. Y2 i. Literacy support groups ii. Teacher for MA maths and English sessions iii. EAL/EMA support iv. Motor Skills – Groups v. Speech & Language Therapy vi. Phonics group vii. Social Skills group viii. Language for Thinking/Reading Comprehension ix. Numicon maths support group D. Y3 i. Literacy support groups ii. Motor Skills Groups iii. Social Skills Group iv. 1:1 Reading v. Lexia E. Y4 i. Literacy support groups ii. Nurture Support iii. Motor Skills Groups iv. Counselling/Therapy v. Phonics vi. 1:1 Reading vii. Lexia viii. Language for Thinking/Reading Comprehension ix. Maths Support x. Writing focus group xi. Grammar focus group F. Y5 i. Literacy & Maths Support groups ii. Nurture Support iii. Motor Skills groups iv. Counselling Sessions v. Social Skills vi. 1:1 reading vii. Lexia viii. Maths support group ix. Writing focus group x. Grammar Focus group G. Y6 i. Nurture Support ii. Extra teacher for MA/support sessions iii. Motor Skills groups iv. Speech & Language Therapy v. Reading Group vi. Pendarren Booster Group vii. Maths Workshops viii. Lunchtime homework sessions	1. DC Literacy Support groups focused on helping children achieve the Y1 phonics test (and y2 recovery phonics test) 2. EAL/EMA support – cross over between PPG and children arriving from overseas with little or no English – additional sessions to aid acquisition of key classroom vocabulary at an early age in order to aid transition into class 3. Nurture support – specific targeted pastoral care on a 1:1 basis 4. Motor workshops – Occupational therapy to aid in the development of fine motor skills (via Art/crafts) and gross motor skills (co-ordination etc via sports) 5. Speech & Language Therapy – outside agency to investigate, observe and provide support to children with specific speech impediments 6. Phonics – additional sessions to aid children in the acquisition and development of the early reading strategies 7. Language Link – online system to aid the development of vocabulary 8. Social Skills group – early intervention to help develop positive communication and friendship groups 9. Language for Thinking - promotes children’s development of inference, verbal reasoning and thinking skills 10. Numicon maths - Exemplifies the principles of maths mastery with concrete apparatus and imagery to embed deep understanding 11. 1:1 Reading – Trained Volunteer readers – to give targeted children more opportunities to read with an adult each week – support fluency, comprehension and vocabulary acquisition 12. Lexia – Explicit instruction in phonemic awareness; systematic phonics instruction; teaches methods to improve fluency; systematic way to enhance comprehension 13. Maths Intervention – small group key skills intervention group 14. Writing focus group: small group work focused on supporting sentence level and text level development and review 15. Grammar Focus group: small group work focused on developing knowledge and understanding of grammatical terms in the new curriculum 16. Pendarren Booster Group* see #9 17. Maths workshops – Weekly after school provision for targeted children with teacher support on an individual/small group specific basis (y6 only) 18. Lunchtime homework sessions – run by Y5&Y6 children to allow children access to computers to complete online work	<ul style="list-style-type: none"> <li>Ensure specific staff are given the responsibility for each intervention group</li> <li>Out of class Interventions and group work are on staff timetables</li> <li>Internal interventions – TA/teacher available during class and in extra time e.g. assemblies/ break/ lunch to deliver sessions</li> <li>All resources and necessary space has been allotted</li> </ul>	1. INCO 2. INCO (EYFS & Yr 1 only) 3. INCO 4. PE Lead & Assistant Coaches 5. Speech & language Therapist – external provision 6. Led by teachers and TAs in class (during assemblies /break and lunchtimes 7. Teacher and TA in class 8. Learning Mentor 9. TAs in class 10. TAs 11. Volunteer readers (INCO to lead) 12. Online system – time in class – reviewed by teachers and INCO 13. TA/teacher 14. TA/Teacher/Lead for T&L 15. TA/Teacher 16. Y6 team 17. Y6 team	Impacts to be reviewed over the year – and every 6 weeks – INCO to monitor.

**Total budgeted cost**

(£18,000) – Literacy Group\*  
(£9,000) – EAL Group\*  
(£9,000) – Nurture Support Group\*  
(£3,500) – Motor skills Group\*  
(£170,000)\* – Proportion of TA salaries for interventions Language for thinking/Reading comprehension/Maths support/Phonics  
(£5,000) – Writing, reading & grammar focus groups  
1:1 Reading scheme cost (£3,600)\*  
Lexia (£2,500)\*  
Pendarren Booster Group cost (£5,000)\*  
**Total: £224,000**

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?
Improve the learning attitude of pupils in the school	Learning Mentor	Help improve attitude towards learning and support	Work with INCO and SLT to ensure specific children targeted	LM	Summer 2017 - LM
	Counselling Services – Hope Tottenham		Review the children selected termly with questionnaire and data	INCO	Termly
	Growth Mindsets	See above	Whole school INSET day to review. Materials placed on server to support. Termly key words to focus on – displays in classes	DH	Summer 2017
Increase the pedagogical knowledge and understanding of and attitudes of teachers & support staff	CPD for staff		Teaching and Learning Lead to create bespoke CPD for teachers and TAs	DH	
Ensure PPG children have the necessary equipment to support their learning in school and at home	PPG Resources	Equipment of various kinds to help support PPG children learning		Admin Officer	
Give PPG children access to and opportunities in a wide range of activities, trips and clubs	<ul style="list-style-type: none"> <li>Sailing Trips for Y6 with GCA</li> <li>Enrichment trips each half term for between 8-10 PPG pupils in the Year group</li> <li>Coding Club and Events</li> <li>Sporting Clubs/Team sports &amp; Events</li> <li>Breakfast and After School Club places</li> <li>Trip fund</li> <li>Pendarren Booster Group</li> </ul>	<p>Give disadvantaged children a wide range of rich experiences to draw from</p> <p>Help families with financial needs cover the cost of school trips</p>	Lead TA selected for each year group with focus for trips – funding allocated for the initiative to cover any necessary costs from trip budget	SLT	Yearly - ongoing
					<b>Total budgeted cost</b>
<p>Learning mentor (£15,000*)  Counselling Services (£10,000*)  PPG Resources (£1,190)*  Club costs (including sports clubs (£4,780)*  Breakfast &amp; After School club places (£3,895)*  Trip Fund (£3,200)*</p> <p><b>Total: £38,000*</b></p> <p><b>Total: £280,000**</b></p>					

*\*Based on 2015/16 figures*

*\*\*Approximate spend for 2016/2017*

6. Review of expenditure				
Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.</p> <p><i>Regarding Pendarren Booster group – Please see additional reports (Pendarren Group Rationale &amp; Pendarren Booster Group Review)</i></p>