



## St Mary's CE Primary School Pupil Premium Strategy

2019-2020 Allocation =£266,640

1. Outcomes 2019		
KS2	<i>Pupils eligible for PP (school)</i>	<i>Pupils <b>not eligible</b> for PP (national average)</i>
% achieving the expected standard in reading, writing & maths	<b>50%</b>	64% (71%)
% achieving the greater depth standard in reading, writing & maths	<b>5%</b>	7% (13%)
% achieving the expected standard in reading	<b>65%</b>	71% (78%)
% achieving the greater depth standard in reading	<b>13%</b>	30% (31%)
% achieving the expected standard in writing	<b>73%</b>	80% (83%)
% achieving the greater depth standard in writing	<b>8%</b>	21% (24%)
% achieving the expected standard in Grammar, punctuation and spelling	<b>70%</b>	82% (83%)
% achieving the greater depth standard in GPS	<b>20%</b>	34% (41%)
% achieving the expected standard in maths	<b>50%</b>	68% (84%)
% achieving the greater depth standard in maths	<b>13%</b>	21% (31%)
Progress in reading	<b>-3.9</b>	0.9 (0.4)
Progress in writing	<b>-1.5</b>	1.1 (0.3)
Progress in maths	<b>-5.7</b>	-1.8 (0.4)
2. Current Attainment Autumn 2019		
KS1 & EYFS	<i>Pupils eligible for PP (school)</i>	<i>Pupils <b>not eligible</b> for PP (national average)</i>
% achieving the expected standard in reading	69%	85% (78%)
% achieving the greater depth standard in reading	16%	41% (28%)
% achieving the expected standard in writing	66%	78%
% achieving the greater depth standard in writing	13%	20% (17%)

% achieving the expected standard in maths	79%	83% (79%)
% achieving the greater depth standard in maths	9%	29% (24%)
% working at the phonics expected standard (Y1)	91%	87% (84%)
Current attainment in the Early Years Foundation Stage: Good Level of Development	75%	77% (74%)

### 3. Whole School barriers to future outcomes (for pupils eligible for PP)

A.	Limited literacy skills
B.	Limited opportunities to develop cultural capital re: trips and activities
C.	Limited support from parent community
D.	Teacher training and development to better support pupil need.
E	Attendance & Punctuality

### 4. Desired outcomes 2019-20

#### Success criteria

A.	Development of opportunities to improve children's written and oral communication skills. Re:	The gap between outcomes in reading and writing PP pupils is more in line with national averages.
B.	Identified pupils will have access and opportunities to a wide variety of quality extra-curricular experiences. This will enable them to improve their confidence, vocabulary and communication skills and promote a willingness to try new things.	Continue to implement a range of clubs, trips and experiences which enhance pupils' cultural and academic learning experiences.
C.	To better engage parents and families in the life of our school so that they can better support children's learning at home.	Greater attendance at school events, wider range of workshops and parent evenings. Parental voice is increasingly positive and a stronger sense of community develops.
D.	Improve teacher pedagogy. - Teachers develop a firm understanding about who their PP children are and planning better meets their learning needs. - Effective use of questioning in lessons.	Expectations of PP pupils are raised so that they make as much progress as all other children and achieve outcomes that are in line with all other children. Progress in lessons is strong as evidenced from lesson monitoring processes such as lesson observations and book looks.

E.	To improve attendance and punctuality to be at least in line with national average figures. A range of in-house strategies provided to support families, including coffee mornings via school home support worker and EWO service.	Reduced PA and improved punctuality for targeted families. School's attendance figure is at least 96%.
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**5. Barriers to future outcomes by year group (for pupils eligible for PP)**

Year Groups	Main Barriers to Educational Achievement (A-E)	Intervention and Rationale	Cost	How the impact will be measured	Evaluation
<b>Reception 58 pupils</b>	A,D,E	<ul style="list-style-type: none"> <li>A. NELI will be delivered to identified children in the Spring term. Proved to be successful last year</li> <li>Early phonics screening enables teachers to focus on specific areas for development and support</li> <li>D. Staff signposted relevant courses, covered to visit other settings and expected to implement new ideas that have been tested elsewhere.</li> <li>Develop staff effective use of questioning in lessons.</li> <li>E. Close scrutiny of attendance patterns and liaison with Bea Fenton improves attendance/punctuality.</li> </ul>	<p>£1,500 cost of the NELI programme</p> <p>£4,000 cost of supply cover</p> <p>£21,500 Salary cost for SHS worker</p>	Termly PPR meetings. Phase meetings as standing item for review of impact. PPA sessions...moderate impact across year.	<b>Progress delayed due to COVID-19 pandemic. Relevant courses were highlighted during the lockdown period.</b>
<b>Year 1 60 pupils</b>	A,B,C,D,E	<ul style="list-style-type: none"> <li>A. Daily handwriting and phonics session planned and delivered</li> <li>DSR improves levels of understanding and vocabulary</li> <li>Early phonics screening enables teachers to focus on specific areas for development and support</li> <li>B. Identified children attend Nurture group each morning to develop confidence and communication skills.</li> <li>Activities planned that take children out of their comfort zone ie forest schools</li> <li>C. Staff actively target parents that are hard to engage with for a variety of reasons</li> <li>D. transition from EYFS to Y1 needs skill and an understanding of how children develop basic skills. Curriculum delivery adjusted as appropriate.</li> <li>Targeted use of support staff essential.</li> <li>E. Close scrutiny of attendance patterns and liaison with Bea Fenton improves attendance/punctuality.</li> </ul>	<p>£4,000</p> <p>£3,000</p>	Termly PPR meetings. Phase meetings as standing item for review of impact PPA sessions...moderate impact across year.	<b>Progress delayed due to COVID-19 pandemic.</b>  <b>Due to COVID-19, transition work from EYFS to year 1 will be part of our recovery curriculum</b>

<b>Year 2</b> <b>59 pupils</b>	A,B,C,D	<ul style="list-style-type: none"> <li>• A. Daily handwriting and phonics session planned and delivered</li> <li>• DSR improves levels of understanding and vocabulary</li> <li>• Volunteer reading session each Tuesday for targeted children.</li> <li>• B. Identified children attend Nurture group each morning to develop confidence and communication skills.</li> <li>• Activities planned that take children out of their comfort zone ie pizza express, mixing up messy things etc</li> <li>• C. Staff actively target parents that are hard to engage with for a variety of reasons</li> <li>• D. effective use of questioning by all staff essential.</li> <li>• Targeted use of support staff essential</li> </ul>	£5,000  £1,000  £2,000	Termly PPR meetings. Phase meetings as standing item for review of impact PPA sessions...moderate impact across year.	<b>Progress delayed due to COVID-19 pandemic.</b>  <b>Volunteer reading support has been suspended until such time it is deemed to be safe</b>
<b>Year 3</b> <b>30 pupils</b>	A, B, C, D	<ul style="list-style-type: none"> <li>• Maths/English Narrowing the Gap intervention during assembly slot (T/TA)</li> <li>• Kaleidoscope nurture group</li> <li>• Maths mastery support during lessons</li> <li>• 1:1 reading support from a volunteer adult</li> <li>• EAL support from specialist teacher</li> </ul>	£5,000  £2,000	Termly formal assessment through PUMA/PIRA testing. Termly PPR meetings.	<b>Progress delayed due to COVID-19 pandemic.</b>
<b>Year 4</b> <b>35 pupils</b>	A, B, D	<ul style="list-style-type: none"> <li>• Maths/ English Narrowing the Gap intervention during assembly slot (T/TA)</li> <li>• Maths fluency and concepts intervention (T/TA)</li> <li>• EAL reading /writing interventions (TA)</li> </ul>	£4,000	Termly formal assessment through PUMA/PIRA testing. Termly PPR meetings.	<b>Progress delayed due to COVID-19 pandemic.</b>
<b>Year 5</b> <b>38 pupils</b>	A,B and D	<ul style="list-style-type: none"> <li>• Support during lessons from T/TA</li> <li>• Maths intervention during assembly time</li> <li>• Spelling and writing intervention</li> <li>• Kaleidoscope intervention</li> <li>• 1:1 reading intervention with adult volunteer</li> <li>• Gross motor skills intervention</li> </ul>	£15,000  £8,640  £9,000  £4,000	Termly formal assessment through PUMA/PIRA testing. Termly PPR meetings.	<b>Progress delayed due to COVID-19 pandemic.</b>

Year 6 25 pupils	A, B, D	<ul style="list-style-type: none"> <li>• Maths intervention led by EJ</li> <li>• 'Reading Champions' reading intervention led by SB</li> <li>• One to one reading interventions with SB</li> <li>• Reading and maths interventions led by TAs</li> <li>• Small group reading support</li> <li>• Writing intervention with HLTA and teachers</li> </ul>	£7,000	Half termly reviews with T/TA/ SLT. Termly formal assessment through PUMA/PIRA testing. Termly PPR meetings. Book looks and learning walks. Pupil voice discussions	Progress delayed due to COVID-19 pandemic.  No Puma/Pira tests were conducted during the summer term. Baseline assessments will be conducted during Autumn 1 2020, followed by Autumn 2 2020.
			£170,000		
<b>Total</b>			<b>£266,640</b>		

<b>Strategy Review</b>	<b>Dec 2019</b>	<b>April 2020</b>	<b>July 2020</b>
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**Due to the outbreak of the COVID-19 pandemic, the cycle for pupil premium expenditure and support ended at the end of March 2020. The support strategies will be reviewed during the Autumn term 2020.**

### Review of Pupil Premium Expenditure 2018-19

**Total Grant: 288,420**

Quality of Education				
Desired Outcome	Chosen Action/Approach	Impact on Pupil Outcomes Met/Not Met	Lesson Learned	Cost
Diminish the difference in attainment between disadvantaged and Other	1. Guided Reading focus – DR/DSR	1. 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. Both DR and DSR programmes from Hackney Learning Trust have had an impact in the	1. Despite some good progress in reading across the school and in particular, qualitative evidence showing an improvement in comprehension skills,	1. Reading Strategies(DR/DSR): training and support £10,000  DR & DSR Reading Materials £5,000

<p>Increase oral language skills</p> <p>Provide access to a rich and varied vocabulary</p> <p>Improve the attitude and resilience of disadvantaged children</p>	<p>2. Talk for Writing</p>	<p>attainment of pupils in reading at the schools they have been introduced.</p> <p>As a result of these programmes, 65% of Disadvantaged children reached ARE in reading by the end of KS2 with 69% of Disadvantaged children reached ARE by the end of the year in KS1.</p> <p>2. Talk for Writing’s clear structure has allowed young pupils to practice verbally, via oral rehearsal, the key structure of stories (thereby increasing oral language skills &amp; understanding of writing structures) and provides them with a strong and useful backbone in order to write (imitate and innovate) their own texts. Based on writing evidence and pupil &amp; teacher feedback, the approach especially helps disadvantaged and EAL children as it offers them a clear scaffold with which to talk about their work and write to specific constructs at the same time as expanding their oral and written vocabulary.</p> <p>Through Talk for Writing, children from both of the groups identified above have benefitted from better quality text and a more inclusive way of engaging with these texts.</p>	<p>we need to ensure that the skills are transferrable to a more formal setting, ie: testing.</p> <p>We need also need to continue our focus on developing the skills associated to achieving GDS. This will be made possible through more robust planning system, improved teacher knowledge in relation to the sophisticated thinking around texts, and further, carefully targeted intervention.</p> <p>2. Talk for writing has continued to provide children with good structures of language which is apparent in their writing. Going forward, we need to make sure that teachers are not focussing on one text for too long, that children have access to the widest possible range of genres and that there are a range of activities being</p>	<p>Support materials £5,000</p> <p>Additional staff needed to run the groups on a daily/weekly basis £70,000</p> <p>2. Talk for Writing: Ongoing staff training – Meetings - £2,000</p> <p>Materials &amp; resources £2,000</p> <p>Lead teacher training for new staff and support £5,000</p>
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	<p><b>3. Inspire Maths &amp; Numicon</b></p> <p><b>4. Philosophy for Children</b></p>	<p><b>3. Inspire maths scheme is based on the Singapore maths approach to teaching. It has proven effective in increasing attainment in this area in many schools. However, with St Mary's present and high level of attainment we have selected this scheme in order to deepen pupils' understanding of maths. It has been agreed that the Inspire resource should be supplemented with additional resources to further develop the children's mathematical abilities. Numicon manipulative resources are routinely used to support concrete mathematical concept development.</b></p> <p><b>4. St Mary's was chosen and elected to take part in an Nfer/EEF cofounded project to measure the impact of P4C on progress in primary schools. According the EEF, there 'is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils'. In addition to the impact on attainment we are seeking to improve pupils learning in two ways: 1) to improve children's ability to structure talk and debate 2) to improve their ability to think and speak critically</b></p> <p><b>Our disadvantaged pupils are continuing to take a more active role in P4C discussions and initiatives in and around the school. Through these discussions, children are beginning</b></p>	<p><b>carried out during the imitation phase.</b></p> <p><b>3. Concrete application has been hugely effective in the way children now develop their conceptual knowledge and understanding of using and applying.</b></p> <p><b>4. P4C has been instrumental in allowing children to explore the world we live in and discuss issues with more empathy and compassion. It is essential that class teachers understand the importance of these 'open' and often thought provoking sessions in developing children's skills when sharing opinions and posing</b></p>	<p><b>3. Inspire Maths: Maths lead training days, resources – £3,000 Manipulatives /textbooks, and cover cost for subject leads to attend Mastery Sessions £5,000</b></p> <p><b>4. P4C - £1,600 per academic year to cover cost of course and training sessions (internal and external)</b></p>
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	<p>5. NELI</p>	<p>to develop their usable vocabulary and continue to build oral confidence.</p> <p>Nuffield Early Language Intervention (NELI) programme – input from the NNEBs- DM and CM. The data shows that over the last year, boys have shown signs of narrowing the gap, primarily in the 40-60W group. Children who took part all made progress, although children who entered with a higher level of ability didn't make as much progress. As a result, there is a need to have a strong push on language and communication acquisition early in their school life-hence, the Elkan training.</p>	<p>challenging questions.</p> <p>5. Children who took part in the intervention made progress with expressive vocabulary, sentence repetition and listening comprehension. However, entry and exit screens show that PPG children overall did not make as much progress as expected. Therefore, a focus on developing language across the school should be a focus</p>	<p>5. NELI: Partially funding by additional grants £1,000</p>
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