

St Mary's pupil premium strategy statement – promotes the unique gifts, wellbeing and potential of every child

1. Summary information					
School	St Mary's CoE Primary School				
Academic Year	2018/2019	Total PP budget	£110880		
Total number of pupils	222(Apr 2018)	Number of pupils eligible for PP	84	Date for next internal review of this strategy	November 2018

2. Current attainment KS2 (2018 data)						
	Pupils eligible for PP			Pupils not eligible for PP		
	2016	2017	2018	2016	2017	2018
% achieving age related expectations and above in reading	39%	50%	79%	67%	88%	62%
% achieving age related expectations and above in writing	67%	40%	71%	92%	94%	75%
% achieving age related expectations and above in maths	33%	20%	71%	75%	87%	87%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Significantly low attainment on entry to EYFS (PP children)
B.	Poor oral language skills which impacts on progress across the school
C.	Many children have limited access to books, reading opportunities or educational toys beyond school- vocabulary is poor as a result
D.	Significant proportion of children with a high level of Social, Emotional and Behavioural needs
E.	Lack of parental engagement in children's learning
External barriers (<i>issues which also require action outside school</i>)	
A.	Other opportunities – little or no access to good quality life experience e.g. visiting London, museums , seaside etc.
B.	Temporary overcrowded housing conditions which leads to limited home learning environments
C.	Having access to good quality and supportive careers advice so they know how to go about making choices for higher and further education
D.	High levels of social and economic deprivation
E.	Parental support at home with reading and maths

4. Outcomes		
		Success criteria
A.	<ul style="list-style-type: none"> Improved attainment Reduction in the gap between PP and Non PP children. Improved quality of teaching and learning improved resources and support for PP children 	<ul style="list-style-type: none"> Good progress is defined as 6 steps on Scholarpack over a year, better progress is 7 steps or more. Attainment gap is reduced. All disadvantaged pupils make good or better progress and the attainment gap is closed. Interventions happen regularly. Monitoring, data and children's learning books demonstrate accelerated progress. Regular Pupil Progress meetings see a rise in attainment. Action plans and Appraisal documents reflect whole school priorities. The funds are used effectively to maximise attainment and progress. Make use of research material and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provision. Meet a percentage of the cost of staff training and development activities that will impact on attainment and progress of pupil premium children across the school. Children and parents talk about and value an enriched curriculum. This is supported in pupil and parent questionnaires. Provide breakfast club spaces for all PP children in Yr2 and Yr6. The fund is targeted appropriately and PP children are able to access all school trips and school journey. Children receive the laptops. Children and parents have home learning using the technology explained to them. Children and parents talk about and value added. This is supported in pupil and parent questionnaires. Monitoring, data and children's learning books demonstrate accelerated progress. To fund roots of empathy training and development which will support year 3 children with their social and emotional development. Ensure that all behaviour, assessment, and intervention systems are embedded in order to improve learning behaviour. Provide phonics interventions and resources for targeted KS1 children. Meet a percentage of the cost of a speech and language therapist, Educational Psychologist, Behaviour support specialist and Drumbeat therapist to support the school and parents in their work with early intervention and support for children with additional needs. Meet a percentage of the cost of a sports coach to support extended school and a KS2 football team playing in a Lewisham league. Provide nurture provision during lunchtime play to EYFS, KS1 and KS2 children.
	<p><u>Autumn 2 Data Analysis & Key trends - 2018</u></p> <p>In Year 1, PP children's attainment is higher in all subjects.</p> <p>In Year 2, the percentage of PP children working at the expected level is higher than for non PP in all subjects, progress is also higher in Writing for PP learners.</p> <p>In Year 3, PP learner's attainment is lower in Maths, Reading and Writing when compared to non PP learners, although progress is higher in Maths.</p> <p>In Year 4, PP learners attainment in all subjects is lower than the non PP learners.</p> <p>In Year 5, PP learners attainment is higher than non PP learners, and the percentage of PP learners working at the expected level is higher for Reading and Writing.</p> <p>In Year 6, PP learner's attainment and progress is lower than non PP learners.</p>	

5. Planned expenditure

Academic year

2018/2019

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	Review Autumn Spring
<p>Children spend more time at home and school reading. Children enjoy reading and love books. Raise attainment and progress in Reading for PP pupils.</p>	<p>Reading initiatives. Headteacher to carry out various meetings with parents to encourage them to read with their children between 8:45am – 9:00am support staff to be paid from 8:45 to support children with their reading.</p> <p>Provide CPD for the reading coordinator. Key ideas from the course to be disseminated to staff</p> <p>To purchase additional books, training and research material and publications. Update and replace reading stage books and buy modern books to tap into children's interests.</p>	<p>Provide pupils opportunities to improve their reading skills and further their vocabulary choices in order to impact positively on reading outcomes</p>	<p>Whole school initiative, change to timetables. Publicise with parents.</p>	<p>Reading Co-ordinator All staff</p>	<p>There is a variable picture of attainment in reading across the school. The school is anticipating that Destination reader in KS2 and Phonics streaming in KS1 will have an impact in Spring. Children have an increased love of reading across the school and are utilising the school library. Staff are able to track the children's reading habits more easily. Children enjoy reading for pleasure and are keen to regularly change their library books. In KS2 are making progress in reading and are able use inference and read between the lines. A wide range of books have been purchased for the school library Children enjoy accessing a range of books. A set of Values books are available in the library. The school has purchased a series of books to support the teaching of RSE in the Summer term.</p>
<p>Higher rates of attainment and progress for pupils eligible for PP in Maths</p>	<p>Abacus Maths Scheme of Work purchased Training given to all staff</p>	<p>Whole school resource will support teacher's with planning and provide a framework for coverage and assessment.</p>	<p>Launched at Inset at beginning of the year with further training given. ELT support staff with planning. Frequent monitoring.</p>	<p>ELT</p>	<p>Monitoring of maths books has seen a change in the approach to maths learning with a focus on investigation and reasoning supported by the CPA approach. Children have not made sufficient progress to narrow the gap.</p>
<p>Data Analysis</p>	<p>To provide cover in order for teacher and teaching assistant to attend pupil progress meetings with ELT to identify gaps in learning and plan provision to address these.</p> <p>Time spent in researching and developing assessment systems and data analysis e.g. Scholarpack and ELT time spent completing ASP data analysis book using</p>	<p>All staff will have a much stronger picture of focus children in their class and agreed initiatives to raise attainment and progress.</p>	<p>Ongoing monitoring and data analysis. Staff and Governor training on the use of Scholarpack and monitoring / feedback.</p>	<p>ELT</p>	<p>Pupil progress meetings review the impact of interventions and teaching strategies and plan for next steps in these areas. Pupil progress writing meetings held to identify focus groups of learners who are underachieving.</p>

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	model.				
Staff training	Use assessment and data to provide clarity of each child's gaps in their learning to design individualised learning experiences	All staff will have a much stronger picture of focus children in their class and agreed initiatives to raise attainment and progress.	Ongoing monitoring and data analysis. Pupil Progress meetings.	ELT	Consultants have supported teachers with their subject knowledge. Staff have received additional PPA time to enable them to creatively plan in teams. Literacy team met with TfW external consultant to map out a curriculum of texts and vocabulary progression, making links to Destination reader. Staff have received a second day's INSET on TfW. They used the time to plan a unit of work focusing on challenging the more able pupils.
Increased PP family engagement with learning	Focus work in school to ensure parents are working in partnership to secure good outcomes for pupils. Make referrals to Children's Family Centres as appropriate.	This has been identified as a possible barrier to improving standards across the school. The school finds that parents generally have a good relationship with the school, but would like to improve their understanding of national curriculum expectations and age related expectations. We have identified significant barriers to home learning for some of our PP families.	Weekly inclusion meetings with HT / DHT / Attendance and Welfare Officer / SENCO.	SLT SENCO AWO	The Headteacher has met with all parents in Yr6 to discuss their children's progress and the support that they can be given at home. Class teachers led maths workshops for parents to support them with helping their children at home. Maths workshops and food and nutrition courses for parents have also been delivered by external providers and facilitated by the SHS worker in the community hub training space. Parents are involved in reading and literacy workshops. SHS worker has an ongoing programme of community events.

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improve oral language skills for pupils eligible for PP	Additional support with reading through Rapid Reading scheme Whole school picture book focus. Whole school poetry competition.	Provide pupils opportunities to improve their reading skills and further their vocabulary choices in order to impact positively on reading outcomes.		Literacy leads	Across the school, 1:1 reading interventions, Talk for Writing provides children with scripts to retell a range of texts. Destination reader is supporting pupils to pre-learn key vocabulary. TfW is encouraging pupils to develop a structured approach to orally retell a text. Children are using words of the week within their vocabulary and writing.

Lunchtime debating club (KS2).

Develops pupils language and ability to reason logically.

<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP in all three areas (Reading, Writing and Maths)</p>	<p>Reading resources in KS2 to ensure children have access to quality texts, including CLPE.</p> <p>Encourage and model reading for pleasure through improved reading corner/areas in classrooms.</p> <p>Children to listen to their teachers read to them regularly.</p> <p>Literacy planning to include published written outcomes with a focus on editing, drafting and high quality presentation.</p>	<p>Continue to develop children's experiences of reading – wider vocabulary and extended texts.</p> <p>Use of maths mastery challenge materials to ensure challenge and stretch.</p> <p>Learning walks to identify inclusive proactive and challenge activities for more able.</p>		<p>ELT</p>	<p>Book monitoring and pupil progress meetings have a clear focus on PP children and tracking the progress that they make.</p>
<p>Focus PP children make higher rates of progress in Maths</p>	<p>TA's used to conduct Numicon interventions and number shark intervention.</p> <p>1:1 tutoring with SENCO.</p> <p>CPD for Maths leader to attend mastery course.</p> <p>Buy in maths books pupil activity books to support planning and differentiation.</p> <p>Maths booster groups run by CT and ELT.</p> <p>Maths CPD for all staff – 2 days with OUP consultant.</p> <p>Maths audit supported by experienced external Headteacher.</p> <p>Y6 Maths booster groups run by CT HLTA and ELT.</p>	<p>Data highlights that progress in Maths for PP learners needs to significantly improve (IDSR).</p>	<p>Pupil Progress Meetings with HT DHT SENCO Teachers and Support Staff.</p> <p>Data analysis.</p> <p>TA intervention folders.</p> <p>Weekly TA meeting.</p> <p>Maths audit.</p>	<p>SLT SENC O</p>	<p>Book monitoring and pupil progress meetings have a clear focus on PP children and tracking the progress that they make.</p> <p>The school have purchased maths books for the Yr5 &6 cohorts.</p> <p>There has been changes in the approach to planning since Children took part in a times table challenge competition.</p> <p>Booster timetable devised and updated for the Spring Term.</p>
<p>Focus PP children make higher rates of progress in Reading and Writing</p>	<p>TA's are used to conduct literacy interventions, i.e word shark and pre teaching of new vocabulary, phonics, lego therapy and speaking, listening and communication skills.</p> <p>A book purchased for every child to read and then write about (as a school).</p> <p>Poetry competition to encourage children to express their emotions through the power of the word.</p>	<p>Data highlights that PP learners need to make more progress in Literacy to close the attainment Gap.</p>	<p>Pupil Progress Meetings with HT DHT SENCO Teachers and Support Staff.</p> <p>Data analysis.</p> <p>TA intervention folders.</p> <p>Weekly TA meeting.</p>	<p>SLT SENC O Literacy Co-ordinators</p>	<p>There is a variety of focused intervention led by the SENDco. Interventions are monitored and tracked for their effectiveness.</p> <p>All children were given a book that was age appropriate for Christmas.</p> <p>Children enjoyed performing in the poetry competition and.</p>

	Children to have additional time (30min) with their class teacher x2 per week to work on reading and comprehension skills, writing and GPS. Individual 1:1 coaching, mentoring and planning support from ELT members with Yr6 teacher. Y6 Literacy booster groups run by CT and ELT.				Destination reader is supporting children's reading and comprehension skills. Children are participating in GPS booster groups. Children are making progress in booster groups including pupils reaching higher standards.
Phonics Intervention	To fund support staff cover in order to provide small group additional interventions and resources to support learning.	PP learners attainment in the Year 1 phonics screening check was good (within 1% of National Average), however this was still lower than non PP learners.	Data analysis. Monitoring.	Writing Co-ordinator	Children are assessed and move between streamed phonics groups.
External Agencies	To provide early professional intervention for children with emotional, developmental, behavioural, mental barriers to their learning.	Data and anecdotal evidence paint a clear picture of children presenting with significant needs in these areas. Early Help will support children in making progress in these areas in order to fully access the curriculum.	SENCO monitoring. Pupil Progress meetings. Link Governor visits. Questionnaires.	SENCO SLT	Children who have BESD need have received support from SHS worker as well as being referred to CAMHS, ED PSYCH or New Woodlands outreach.

iii. Other approaches

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Maintain high levels of attendance and punctuality for all pupil groups particularly for pupils eligible for PP	Quality first teaching to ensure engagement and pupils love of school and learning. Involvement of the school's Attendance Welfare Officer (AWO).	The school's continued drive and ambition to improve standards and ensure all children are engaged with learning. The school's leadership and governors monitor teaching and learning to ensure 100% of teaching is good or better.	Emphasis on quality first teaching. Close working relationship with AWO to ensure all families are supported with good attendance habits. Weekly Inclusion meeting with AWO, SENCO, HT and DHT.	HT and governors AWO	PP Children's attendance is 96.4 which is above national expectations for all children. Weekly inclusion meeting identifies children with low attendance or punctuality and this is addressed through letters and support from SHS worker and senior school leaders. PP Children's attendance is 96.2% which is above national expectations for all children and also above the School's attendance % for all children. Weekly inclusion meetings continue to identify children with low attendance or punctuality and this is addressed through letters and

					support from SHS worker and senior school leaders.
Ensure children have eaten breakfast before they start school	All disadvantaged children in Y2 and Y6 targeted to support positive behaviour for learning	Some children arriving late at school and reporting not having had a nourishing breakfast.	Monitor PP children taking up the offer. Monitor these children's behaviour for learning in class.	SBM	Children have been signposted and able to access breakfast club when needed.
Support families undergoing financial difficulty	Hardship fund to provide support for parents with school uniform; items needed for children to attend school journey; oyster card top ups	Significant proportion of our families in very challenging financial circumstances, including some with no recourse to public funds.	Monitor spending and outcomes, ensure all children can attend school journey and have appropriate equipment / clothing for all learning opportunities.	SL T SB M	Families have benefitted from funding for school journey and extended curricular activities. The school have bought uniforms and clothing for children in need. The school is registered to give out food bank vouchers to families in need. The school subsidises a wide range of trips and visitors to the school. Which give the children enriching experiences across the curriculum. Children have been able to access enriching experiences through the trips and visitors linked to the curriculum. Additionally, a variety of enriching activities with a focus on wellbeing and safeguarding health have been delivered. All of these activities have been fully or partially by the school.
Educational Visits	Fund available to supplement school trips for families not able to meet the voluntary contribution for trips. Includes Year 6 school journey.	Children in receipt of PP have the opportunity to extend their life experiences through the subsidised trips.	Monitoring uptake of educational visits.	SBM	
PP children access extended services Cooking / Sports / Art	Wide range of after school clubs available for children run both by external coaches and school staff. Target funding at focus PP families in challenging financial circumstances.	Children with an aptitude in a particular area are able to develop their skill. This will boost self-confidence and focus at school in order to raise attainment across the curriculum.	Monitor PP access to clubs.	ELT Clubs Co-ordinator	
Curriculum/Enrichment / ICT club	A wide range of targeted curriculum enrichment and enhancement activities. Mums and Dads Breakfast, Curriculum Workshops, World book week, Theatre shows, International day to celebrate cultures, Black history month, ICT workshops.	Identified that our parents will value support in engaging in the curriculum and supporting home learning. Children will benefit from a rich and broad curriculum. Children access experiences that they may not have outside of school. Children can celebrate and develop their understanding of their local community.	Regular parent and child questionnaires.	ELT	
Sports coach	Children attend training and play in local football tournaments (KS2).	Develop children's social skills and sportsmanship to build self-esteem and confidence.	Questionnaire.	Sports Co-ordinator	Children have been able to access extra-curricular activities and inter-school sports tournaments.

6. Review of expenditure		
Previous Academic Year	2017/2018	
Outcomes	Evidence	Lesson Learned
<p>KS1 Improved attainment and progress of disadvantaged pupils.</p>	<p>Year 2 - Pupil Premium learners progress was higher in Writing than their peers, however progress was lower in Reading and Maths, attainment was significantly lower in Reading and Maths.</p> <p>Year 1 - Pupil Premium learners attainment was lower than their peers; progress was also significantly lower when compared to their peers</p> <p>Reception class - Pupil Premium children's attainment was 100% as both of the two PP learners met the expected standard</p>	<p>The focus groups and interventions were based on children's learning needs and on-going formative assessment. Pupil premium children will be a stronger focus.</p> <p>Stronger focus on guided reading being taught regularly, with a focus on developing reading comprehension and test skills.</p> <p>Strong focus on place value addressed gaps in learners needs. Next steps is to focus on developing reasoning skills.</p>
<p>KS2 Improved attainment and progress of disadvantaged pupils. Reduced gap in attainment between PP and Non PP learners.</p>	<p>Year 6 – Pupil premium learners attainment was significantly higher in reading than non PP learners both at expected and Greater Depth. There is a clear upward trend in reading over the last three years of PP learners attainment in reading. The percentage of PP learners attaining 'expected' has increased significantly over the last year in all subjects. Reading +29% Writing +31% Maths +51%.</p> <p>Year 5 - Pupil Premium learners attainment was lower than their peers (apart from GPS), however progress for Pupil Progress learners was higher in all subjects</p> <p>Year 4 - Pupil Premium learners attainment was higher than their peers in all subjects, progress was similar when compared to their peers</p> <p>Year 3 - Pupil Premium learners attainment was higher than their peers in Reading and GPS; progress was greater in Maths and Reading when compared to their peers</p> <p>Overall there was not a noticeable difference between the progress of disadvantaged and non-disadvantaged pupils</p>	<p>Started booster sooner and target interventions on disadvantaged pupils. High and aspirational expectations were set for all children to achieve.</p> <p>Whole school maths focus was introduced through the school development plan and whole school appraisal objective. Targeted interventions through quality first teaching.</p>

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7. School context

- St Mary's Lewisham is an average-sized primary school (on roll)
- The Headteacher was new in post September 2017 but was previously the Head of School. The partnership between the two schools ceased in July 2017.
- St Mary's School now offers 30 hours free nursery to working parents plus part-time places in am and pm. This along with the Reception class forms the early years provision.
- A high proportion of pupils speak English as an additional language and come from a variety of ethnic backgrounds and speak a wide range of languages 82% (186 out of 228)
- The proportion of pupils for whom the school receives the pupil premium grant is significantly above average and in the top 20% (90 pupils out of 228 – 39%) of schools.
- The proportion of children who have special educational needs and/or disabilities is in line with national average
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Pupil Premium Spend 2017/2018	Total £118800
Staffing costs -	£91210
Professional Development -	£ 5000
Pupil Enrichment -	£ 5190
School Journey/Trips-	£ 6400
Clubs -	£ 2000
Resources + Hardship	£ 1500
Agency Services	£ 7500
	Total £118800