

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	2019/2020	Total PP budget	£108240		
Total number of pupils	228 June 2019	Number of pupils eligible for PP	87	Date for next internal review of this strategy	September 2020

2. Current attainment KS2 (2019 data)						
	Pupils eligible for PP			Pupils not eligible for PP		
	2017	2018	2019	2017	2018	2019
% achieving age related expectations and above in reading	50%	79%	57%	88%	62%	69%
% achieving age related expectations and above in writing	40%	71%	64%	94%	75%	85%
% achieving age related expectations and above in maths	20%	71%	57%	87%	87%	69%

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.	Barriers to parental engagement in children's learning include language, confidence and education
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.	High levels of social and economic deprivation and temporary overcrowded housing conditions which leads to limited home learning environments
C.	Parental and child mental health
D.	Parental support at home with reading and maths. Some parents are working anti-social hours and 0 hours contracts
E.	Many children hear languages other than English at home with different grammatical structures

4. Outcomes

	Desired outcomes	Success criteria
A.	<ul style="list-style-type: none"> Improved attainment 	<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. Monitoring, data and children's learning books demonstrate accelerated progress. Regular Pupil Progress meetings see a rise in attainment.
	<ul style="list-style-type: none"> Reduction in the gap between PP and Non PP children 	<ul style="list-style-type: none"> All disadvantaged pupils make good or better progress and the attainment gap is closed. The funds are used effectively to maximise attainment and progress.
	<ul style="list-style-type: none"> Improve Quality of Education 	<ul style="list-style-type: none"> Interventions happen regularly and have a clear impact. Investment in additional teaching support in Year 6 results in increased attainment at KS2. High quality provision is informed by research material and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST Children and parents talk about and value an enriched curriculum. This is reflected in pupil and parent questionnaires. Roots of empathy training and development supports 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. Behaviour for learning is good and very good in all classes, reflected in monitoring and questionnaires.
	<ul style="list-style-type: none"> Improved resources and support for PP children and families 	<ul style="list-style-type: none"> Staff training and development activities impact positively on the attainment and progress of pupil premium children across the school.. Children in Year 6 are given laptops and children and parents have home learning using the technology explained to them. Children and parents talk about the value added. Increased attainment. The fund is targeted appropriately and PP children are able to access all school trips and school journey. Meet a percentage of the cost of a speech and language therapist, Educational Psychologist, Specific Learning difficulties specialist and Behaviour support specialist to support the school and parents in their work with early intervention and support for children with additional needs. Children with additional needs make at least good progress. Phonics interventions and resources for targeted KS1 children result in increased attainment in Year 1 phonics screening and accelerated progress within the Read Write Inc tracking. Sports coach support extended school, a KS2 football team playing in a Lewisham league and the opportunity for children to take part in a range of Sports tournaments during the year. Provide nurture provision during lunchtime play to EYFS, KS1 and KS2 children. Action plans and Appraisal documents reflect whole school priorities. School Home Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs.

5. Planned expenditure

Academic 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	Review
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>Reading initiatives.</p> <p>Headteacher to carry out meetings with parents to encourage them to read with their children between 8:45am– 9:00am</p> <p>Support staff to be paid from 8:45 to support children with their reading.</p> <p>Parent reading and phonics workshops.</p> <p>Reading picnics for all classes with parents encouraged to attend.</p> <p>Invest in storytellers / theatre groups as part of book week.</p> <p>Fund a parents' reading breakfast as part of book week.</p>	<p>Low attainment on entry to the school has shown oral language presents an additional barrier which impacts on progress across the school.</p> <p>Phonics screening and EYFS baseline data.</p> <p>Barriers to parental engagement in children's learning include language, confidence and education.</p> <p>Some parents do not read with their children at home.</p> <p>Children don't have access to quality texts at home.</p>	<p>Whole school initiative, change to timetables.</p> <p>Publicise with parents.</p>	<p>Reading Co-ordinator</p> <p>All staff</p>	
	<p>Provide CPD - Read Write Inc, and Destination Reader training and implement across the school.</p> <p>Create School Reading Champions Reading booster timetables.</p> <p>To purchase additional books, training and research material and publications.</p> <p>Continue to invest in high quality texts in the school Library.</p> <p>Update and replace reading stage books and buy modern books to tap into children's interests.</p> <p>Purchase sets of books to support all levels of Phonics teaching, in line with the Read Write Inc. programme</p>	<p>Provide pupils with opportunities to improve their reading skills and further their vocabulary choices in order to impact positively on reading outcomes.</p> <p>Many children have limited access to books, reading opportunities or educational toys beyond school-vocabulary will need improving as a result.</p>	<p>Regular Monitoring by the Literacy leaders and Extended Leadership Team</p> <p>Regular assessment</p> <p>Pupil voice monitoring</p> <p>Pre-teaching of vocabulary in teachers planning</p> <p>Vocabulary displayed on working walls</p> <p>Work with specialist Library service to ensure we are purchasing the most up to date quality texts</p>	<p>Literacy coordinators</p>	
Higher rates of attainment and progress for pupils eligible for PP in Maths	<p>CPD and support for new maths lead.</p> <p>Maths lead will work in collaboration with peers in other schools.</p> <p>Year 6 teacher will meet with peers in other schools.</p> <p>Consultant from Oxford University Press will deliver a day of CPD to the staff team.</p>	<p>Whole school resource will support teachers with planning and provide a framework for coverage and assessment.</p> <p>Work with other schools will identify best practice.</p>	<p>Launched at Inset at beginning of the year with further training given. ELT support staff with planning.</p> <p>Frequent monitoring.</p>	<p>ELT</p>	
Higher rates of attainment in KS2 SATS	<p>An additional experienced teacher employed for 2 days a week to support the Year 6 team. She will deliver interventions and support the current teacher.</p>	<p>Attainment fell at KS2 last year and progress measure was lower.</p> <p>Additional teacher will add experience and boost capacity. Interventions will be carefully targeted and focused.</p>	<p>Regular monitoring by senior leaders.</p> <p>Test paper analysis.</p>	<p>Year 6 teacher / HT</p>	

<p>Planning, Quality First Teaching and Interventions target the appropriate children, have a clear focus and result in accelerated progress</p> <p>Use assessment and data to provide clarity of each child's gaps in their learning to design individualised learning experiences</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 and FFT data analysis.</p> <p>Research drives and raises the standard of whole school quality first teaching, linked by CPD and regular monitoring.</p> <p>Reading - time spent in reviewing Question Level Analysis on DfE Analysing School Progress and also analysing SATS practice papers. Resulting in clear focus areas to ensure that interventions are appropriately targeted – Inference and Retrieval.</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.</p> <p>Staff and Governor training on the use of Scholarpack and monitoring / feedback.</p> <p>Pupil Progress meetings.</p>	<p>ELT</p>	
<p>Increased PP family engagement with learning</p>	<p>Focus work in school to ensure parents are working in partnership to secure good outcomes for pupils.</p> <p>Weekly inclusion meetings attended by the HT, DHT, SHS worker, SENCO and Office Administrator identify and monitor vulnerable families. They plan a programme of support for each family.</p> <p>Regular parents meetings.</p> <p>Make referrals to Children's Family Centres as appropriate.</p>	<p>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.</p>	<p>Weekly inclusion meetings with HT / DHT / Attendance and Welfare Officer / SENCO.</p>	<p>SLT SENCO AWO</p>	

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
Higher rates of attainment in KS2 SATS	An additional experienced teacher employed for 2 days a week to support the Year 6 team. She will deliver interventions and support the current teacher.	Attainment fell at KS2 last year and progress measure was lower. Additional teacher will add experience and boost capacity. Interventions will be carefully targeted and focused.	Regular monitoring by senior leaders. Test paper analysis.	Year 6 teacher / HT	
Improve oral language skills for pupils eligible for PP	Additional support with reading through Rapid Reading scheme Embed Destination Reader in KS2, which promotes language skills of justifying and debating. Whole school picture book focus. Whole school poetry competition. Lunchtime Philosophy for Children club (KS2).	Provide pupils opportunities to improve their reading skills and further their vocabulary choices in order to impact positively on reading outcomes.	Monitoring	Literacy leads	
Higher rates of progress across KS2 for high attaining pupils eligible for PP in all three areas (Reading, Writing and Maths)	Reading resources in KS2 to ensure children have access to quality texts, including CLPE. Invest in Maths curriculum that promotes Reasoning through 'low ceiling / high threshold' activities Encourage and model reading for pleasure through improved reading corner/areas in classrooms. Children to listen to their teachers read to them regularly. Literacy planning to include published written outcomes with a focus on editing, drafting and high quality presentation. Senior leaders to make PP and high attaining pupils a focus for monitoring. A senior leader has responsibility for this as a subject leader. Year 6 booster classes planned for the Higher Attaining children.	Continue to develop children's experiences of reading – wider vocabulary and extended texts. Use of maths mastery challenge materials to ensure challenge and stretch.	Learning walks to identify inclusive proactive and challenge activities for more able. Monitoring	ELT	

<p>Focus PP children make higher rates of progress in Maths</p>	<p>Pupil Progress meetings identify children for intervention groups with a clear focus. Monitoring will closely track progress to ensure the desired impact is being attained.</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.</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 – 1 day with OUP consultant plus staff meetings led by subject leader.</p> <p>Y6 Maths booster groups run by CT HLTA and ELT.</p> <p>Subject leader to organise an annual times table challenge and Maths home learning projects.</p>	<p>Data highlights that PP learners need to make more progress in Numeracy 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>Maths audit.</p>	<p>SLT SENCO</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. Investment in high quality texts.</p> <p>Poetry competition to encourage children to express their emotions through the power of the word.</p> <p>Children to have additional time (30min) with their class teacher x2 per week to work on reading and comprehension skills, writing and GPS.</p> <p>Individual 1:1 coaching, mentoring and planning support from ELT members with Yr6 teacher.</p> <p>Y6 Literacy booster groups run by CT and ELT.</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 SENCO Literacy Co-ordinators</p>	
<p>Phonics Intervention</p>	<p>To fund support staff cover in order to provide small group additional interventions and resources to support learning.</p> <p>Children's progress in phonics will be carefully tracked by the subject leader, data will inform groupings and interventions.</p>	<p>Although attainment in Year 1 phonics screening for PP learners was strong in 2019, the school are determined to continue to promote phonics attainment for all PP learners as a foundation for Reading.</p>	<p>Data analysis.</p> <p>Monitoring.</p>	<p>Writing Co-ordinator</p>	

External Agencies	<p>To provide early professional intervention for children with emotional, developmental, behavioural, mental barriers to their learning.</p> <p>The school will invest in the Outreach Inclusion Service, Educational Psychologist, Speech and Language Therapy and Specific Learning Difficulties.</p> <p>Referrals will also be made to other agencies as required e.g. CAMHS</p>	<p>Data and anecdotal evidence paint a clear picture of children presenting with significant needs in these areas.</p> <p>Early Help will support children in making progress in these areas in order to fully access the curriculum.</p>	<p>SENCO monitoring.</p> <p>Pupil Progress meetings.</p> <p>Link Governor visits.</p> <p>Questionnaires.</p>	SENCO SLT	
All PP children in Year 6 can access technology to support home learning	Children in Year 6 are given laptops and children and parents have home learning using the technology explained to them.	We are aware that some families do not have access to home learning opportunities.	Children and parents talk about the value added. Increased attainment.	ICT lead. SBM.	

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
Improved resources and support for PP children and families	<p>The school will invest in a School Home Support worker for three days a week.</p> <p>School Home Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs.</p> <p>School Home Support worker will access funding for families to enjoy a holiday.</p>	<p>High levels of social and economic deprivation and temporary overcrowded housing conditions which leads to limited home learning environments</p> <p>Parental and child mental health</p>	<p>Monitoring by senior leaders and SHS.</p> <p>Case studies.</p> <p>Parent and children's surveys.</p>	SHS worker	
Maintain high levels of attendance and punctuality for all pupil groups particularly for pupils eligible for PP	<p>Weekly inclusion meeting includes an analysis of attendance and punctuality data. Vulnerable families are identified and supportive actions are put in place. Progress is closely tracked.</p> <p>Quality first teaching to ensure engagement and pupils love of school and learning.</p> <p>Involvement of the school's Attendance Welfare Officer (AWO) as required.</p> <p>Strong focus and communication from all staff to promote the value of punctuality.</p>	<p>The school's continued drive and ambition to improve standards and ensure all children are engaged with learning.</p>	<p>Close working relationship with AWO to ensure all families are supported with good attendance habits.</p> <p>Weekly Inclusion meeting with AWO, SENCO, HT and DHT.</p>	<p>HT and governors</p> <p>AWO</p>	
Support families undergoing financial difficulty	<p>Hardship fund to provide support for parents with school uniform; items needed for children to attend school journey; oyster card top ups</p> <p>School Home Support worker will access emergency funding for families in need.</p>	<p>Significant proportion of our families in very challenging financial circumstances, including some with no recourse to public funds.</p>	<p>Monitor spending and outcomes, ensure all children can attend school journey and have appropriate equipment / clothing for all learning opportunities.</p>	SLT SBM	
Educational Visits	<p>Fund available to supplement school trips for families not able to meet the voluntary contribution for trips. Includes Year 6 school journey.</p>	<p>Children in receipt of PP have the opportunity to extend their life experiences through the subsidised trips.</p>	<p>Monitoring uptake of educational visits.</p>	SBM	
PP children access extended services Cooking / Sports / Art	<p>Wide range of after school clubs available for children run both by external coaches and school staff.</p> <p>Target funding at focus PP families in challenging financial circumstances.</p>	<p>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.</p>	<p>Monitor PP access to clubs.</p>	ELT Clubs Co-ordinator	

Curriculum/Enrichment	A wide range of targeted curriculum enrichment and enhancement activities. Mums and Dads Breakfast, Roots of Empathy, Curriculum Workshops, World book week, Theatre shows, International day to celebrate cultures, Black history month, ICT workshops, African Drumming, Steel Pans.	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). Children in KS1 and KS2 enjoy participating in a wide range of Lewisham sports tournaments.	Develop children's social skills and sportsmanship to build self-esteem and confidence.	Questionnaire.	Sports Co-ordinator	

6. Review of expenditure		
Previous Academic Year	2018/2019	
Outcomes	Evidence	Lesson Learned
<p>KS1 Improved attainment and progress of disadvantaged pupils.</p> <p>KS2 Improved attainment and progress of disadvantaged pupils. Reduced gap in attainment between PP and Non PP learners.</p>	<p>There was clear evidence of accelerated progress in Year 6 for PP learners in both Reading and Writing. PP learners attainment was lower in all subjects at KS2.</p> <p>In KS1, PP children's attainment was higher than non PP learners in all subjects. The data also showed significant increase in PP attainment from the previous year.</p> <p>100% of the PP children in Year 1 passed the phonics screening test.</p> <p>In the EYFS Profile, Pupil Premium learners attainment was higher than for non-Pupil Premium learners when an average across all 17 areas was analysed.</p> <p>Summer 2019 data for reading showed that in most classes, PP children were making progress which was broadly in line with, or greater than, their peers. However, in Year 2 and Year 4, progress was lower for PP children. Attainment for PP children in Reading was higher than, or broadly in line with their peers, apart from in Year 3 and Year 4.</p> <p>In Maths, PP children's attainment was higher than, or broadly in line with their peers in all classes apart from Year 4 and Year 6.</p>	<p>The PP children in the Year 4 cohort (Year 5 in 19/20) should remain a key focus group in Reading as the gap in attainment widened significantly.</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 – delivered through Destination Reader.</p> <p>Maths focus on reasoning and problem solving skills planned. Arithmetic fluency tests and personalised learning will be introduced.</p> <p>Started boosters for Y6 in Autumn term 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, this needs to become embedded. Targeted interventions through quality first teaching.</p>

7. School context

- St Mary's Lewisham is a one-form entry primary school (228 on roll June 2019)
- The Headteacher has been in post since September 2017 and was previously the Head of School in 2016
- St Mary's School offers 30 hours free nursery to working parents plus part-time places (25 total spaces AM and 25 total spaces 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 80% - this is significantly higher than the National Average of 20.7%
- The proportion of pupils for whom the school receives the pupil premium grant is significantly above average and in the top 20% (87 pupils out of 228 – 38%) of schools.
- The proportion of children who have special educational needs is 23% which is significantly above the Local Authority average
- Attendance in 18/19 was 96.3% which is higher than the LA and National target of (96%).
- The proportion of minority ethnic groups (96.9%) is significantly above the National Average (32.3%)
- The school deprivation indicator (.35) is significantly above the National Average (0.21)
- The Stability measure (78.7%) is lower than the National Average (85.7%).

Pupil Premium Spend 2018/2019	Total £110880
Staffing costs -	£ 84246
Professional Development -	£ 6700
Pupil Enrichment -	£ 5800
School Journey/Trips-	£ 5000
Clubs -	£ 1500
Resources + Hardship	£ 1500
Agency Services	£ 6134
	Total £110880