

Pupil Premium Strategy Statement 2018-19

Summary information						
Total number of pupils on role	155					
Total number of pupils eligible for PPF	93					
Amount of PPF received per pupil	£1,320					
Total amount of PPF received	£122,760					
Date of most recent PP Review/Audit	Jan 2017					
Date for next internal review of strategy	Jan 2019					
Current Attainment for 2017/18						
	Pupils eligible for Pupil Premium (school data)		Pupils not eligible for Pupil Premium (school data)		Pupils eligible for Pupil Premium National Average (2017-18)	
% GLD at the end of EYFS	70.6%		75% (4 pupils)		71%	
% working at standard Year 1 phonics	73%		100% (2 pupils)		66%	
% KS1 age related expectations Reading	59%	5% greater depth	86%		76%	25% greater depth
% KS1 age related expectations Writing	55%	5% greater depth	86%		68%	16% greater depth
% KS1 age related expectations Maths	59%	5% greater depth	100%		75%	21% greater depth
% KS2 age related expectations Reading	71%	14% Higher Standard	60%	0% Higher Standard	72%	25% Higher standard
% KS2 age related expectations Writing	64%	7% Greater Depth	80%	40% Greater Depth	76%	18% Greater Depth
% KS2 age related expectations Maths	43%	0% Higher Standard	80%	0% Higher Standard	75%	23% Higher standard
% KS2 related expectations GPS					77%	31% Higher standard
Progress in Reading across KS2	-2.0		-5.3		0.0	
Progress in Writing across KS2	-1.3		-0.7		0.0	
Progress in Maths across KS2	-3.9		-4.3		0.0	
% KS2 age related expectations Reading, Writing and Maths combined	29%		60%		48%	
Attendance 2017-18	95.4% PP	95.5% FSM	96.2%		93% FSM	96% All
Barriers to future attainment (for pupils eligible for PP including high ability)						
In-school barriers						
<ul style="list-style-type: none"> a. Pupils enter Reception well below typical in Communication and Language, Literacy and Maths. b. EYFS GLD lower for reading, writing and maths specific areas. 						

- c. Behaviour issues for a small group of pupils across the school, (mainly boys and mostly eligible for PP) is having a detrimental effect on their academic achievement. Number of Fixed Term exclusions 2017-10 –9 . Permanent exclusions – 0.
- d. Pupil premium children at the end of Key stage 1 and 2 are not attaining as well as other pupils in all subjects.

External barriers

- e. Appointments with outside agencies e.g. speech and language are not kept.
- f. Homework is not completed regularly therefore progress and learning only happens within the school day.
- g. Parenting and social issues – 18% of pupil premium children are on the Continuum of support at their CAF/TAF/CIN/Child Protection level. An additional 33% are vulnerable.
- h. Social emotional difficulties due to issues at home e.g. domestic violence and attachment issues etc.
- i. Attendance 95.4% for pupil premium children 2017/18 this is slightly below the expected target for all children 96%. This reduces their hours in school and causes them to fall behind.
- j. Pupil mobility, pupils join and leave the school regularly. 2016 stability was below national average at 66% this figure does not take into consideration those pupils who started at St Mary's to leave and return again. Many children move frequently and within year. This hinders progression and what they have covered in the curriculum.
- k. Limited life experiences and exposure to culture and literature, few children go on holiday.
- l. Few children access sport and creative clubs in the community – see sport premium funding report.

Outcomes 2017-18

	Desired outcome and how they will be measured	Success Criteria
a.	Increase % of boys attaining the GLD in reading, writing and maths.	Boys eligible for PP in Reception class make rapid progress by the end of the year so that % of boys eligible for PP achieve the expected standard in writing and maths increases.
b.	Reduce fixed term exclusions and behaviour incidents further.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards). Fixed term and permanent exclusion rates fall. Specialist teacher support/reports are obtained for identified pupils. Actions implemented. Positive impact on pupil progress, attendance and behaviour.
c.	Higher attainment and rates of progress across Key Stages 1 and 2.	Pupils eligible for PP make as much progress and attain equally as well as other pupils across GPS, reading, writing and maths in both Key Stage 1 and 2.
d.	Higher rates of progress and higher attainment at end of KS1 and KS2.	
e.	Increased enjoyment in the curriculum.	Pupils eligible for PP take part in a wide range of trips, visits and activities. This extends their vocabulary and life experiences. Pupil enjoyment at school rises.
f.	Mobile pupils attain and progress equally as well as non-mobile pupils.	Progress and attainment for mobile and non-mobile groups shows pupils achieve equally as well.

g.	Increase attendance for Pupil Premium pupils and reduce lates	Reduce the number of persistent absentees for pupils eligible for PP to below 10%. Overall PP attendance improves from 95.4% to 96%. The number of lates remains low.
h.	Families who are in need of support are identified early and supported.	Families feel supported, attendance increases and incidents of behaviour issues reduce.
i.	Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Pupils eligible for PP take part in a wide range of sporting and outdoor adventurous activities. Social and team building skills are developed.
j.	Homework is completed regularly.	The number of pupils completing homework on a weekly basis has risen to 90%. Parents attend the sessions run by staff.

Planned Expenditure

Academic Year 2018/19

Quality of teaching for all

Desired Outcome	Action/cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Increase % of boys attaining the GLD in reading, writing and maths.	Teaching & Learning Consultant to support £400	High success rate of positively impacting school data and Teaching and Learning.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	KBH	June 19
Behavioural issues for identified pupils addressed.	Boxall and Interventions for BSED pupils delivered by teaching assistants.	Behavioural incidents already reduced since starting this approach.	Termly analysis of behaviour incidents reported to Governors.	AT	Termly
Higher attainment and rates of progress across Key Stages 1 and 2.	Rigorous monitoring of pupil groups. Pupil Progress Meetings. £4,000	The school has a systematic approach. Research shows consistency is key to school improvement.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	KB	Half Termly
Increase reading for pleasure and pupils exposure to a wide variety of books. Extend pupil's vocabulary. Pupils enjoy reading	Library Loan Service £1,520	Research shows reading for pleasure for 10 mins per day increases pupil vocabulary and overall achievement.	Ensuring Library Loans enhance the existing book range.	AT	April 19

more. Pupils read more widely and often.	Actively participate in Lancashire 'We are Reading,' Increase the profile of reading across school.		Invest in new titles for the KS1 and KS2 libraries	AT	July 19
Internal analysis and external data show the gap between disadvantaged and non-disadvantaged groups of pupil is closing. Higher rates of progress and higher attainment at end of KS1 and KS2. Measured through % at GLD and expected at end of Year 6	CPD Maths - £1400 CPD English - £1200 Numicon Maths Year 1 - £800	Standards in maths are already increasing using the scheme. Progress internally is rapid. Progress and standards in EYFS have increased rapidly therefore we are extending Numicon to Year 1. Other schools using the Lancashire English scheme have increased progress and standards in English using this approach.	Clear measureable action plans. Subject Leaders to monitor following advisor input. Governors to receive data analysis each half term.	LJ AT	July 19
Increased enjoyment in the curriculum.	Curriculum Theme Weeks £4500	Pupils enjoy school more, behaviour improves measure in behaviour incidents reducing, positive behaviour for learning and positive pupil attitude questionnaire.	Staff meetings to plan theme weeks. Timetables and clear curriculum purpose.	KB	June 19
Mobile pupils attain and progress equally as well as non-mobile pupils.	Target Tracker & Pupil Progress Meetings £850 Interventions identified for pupils early. Mobile pupils are given a baseline assessment.	Centre for Economics 2006 identified a link between social deprivation, lower attainment and high mobility. Careful tracking will ensure accelerated progress through targeted interventions.	Pupil Progress Meetings Data analysis	KB	June 19

Targeted Support					
Behavioural issues for identified pupils addressed.	Special Teacher Reports and Educational Psychologist Visits £5,000 Apply for EHC Plans	Pupils have assessments by specialist professionals who provide strategies and advice to school	Ensure reports are shared with staff and intervention/strategies recommended are put in place. EHC plans are in place for eligible pupils.	SW	June 19
<p>Pupils with social emotional difficulties are identified and supported. School supports vulnerable children well because we implement the high quality professional advice given.</p> <p>Number of serious incidents are reduced. Reduction in the number of fixed term exclusions being issued.</p>	<p>Pastoral and behaviour support for children struggling to access the curriculum.</p> <p>Provision of small group work with teaching assistants for speech and language development, precision teaching and social and emotional development. Pupils are able to manage their behaviours more appropriately. They have strategies to support them in class and around school.</p> <p>Interventions for social development implemented. £2930</p>	Previously children with social emotional difficulties have received TA support. Pupils are now assessed by specialist professionals who provide strategies/advice to school, including local outreach behavioural schools when individuals have caused serious concern. This approach will target pupils when they start showing signs of difficulties.	Analysis of behaviour data. Analysis of interventions. Appraisal for Family worker.	CC	June 19
Staff are trained to deliver high quality, measurable interventions to vulnerable and pupil	Employment of designated teaching assistants. Extend the range of high	Additional support for Year 2, Year 3/4 and Y4/5. These are the largest classes in the school. Additional TA support reduces the adult to pupil ratio.	Analysis of interventions. Appraisal for TAs. Analysis of progress data.	SW KBH	July 18

premium funded children. Improve oral language skills for pupils.	quality interventions. Provide training for staff. £69,000				
Increase attendance for Pupil Premium pupils	Individual meetings with parents wishing to take holidays. Fines actioned for unauthorised absence 10 sessions or more. Attendance board in foyer.	Although holidays in term time are affecting PP attendance. The school is implementing all the actions possible. Increase profile of attendance	Attendance increases for PP pupils.	CC	Half termly
Appointments with outside agencies are kept.	Family Worker supports parents in keeping appointments. £700	Parental involvement plays a significant role in child development.	Pupil Progress Meetings Meetings with SENCo	KB SW	July 19
Homework is completed regularly.	Homework club and reward system £2,000	'Homework clubs provide a vital service for students who experience a form of disadvantage. They engage students who may otherwise drop out of the system.' (Victorian inquiry cited in Teacher Magazine 11/9/2014)	More children complete homework. KB to gather information from teachers about which children do not complete homework regularly and ensure they go to homework club.	KB	July 19
Families who are in need of support are identified early and supported.	Family worker recruited £24,000	DfE 2011 Review of Best Practice in Parental Engagement.	Family support through CAF	CC	July 19
Other approaches					
Increased attendance rates and reduce lates.	Breakfast Club subsidised £4,000	There are much fewer occurrences of children coming to school without a breakfast	Attendance analysis Attendance contracts for lates	KR	Termly
Pupils eligible for PP are	Pupils take part in trips	Increased number of school	Ensure a variety of educational	KB	July 19

<p>exposed to wide range of extra-curricular trips and visit that expand their horizons.</p>	<p>and visits. Pupils access a wider range of opportunities through trips and visitors to school. £6,000</p>	<p>trips and visitors expand pupils' experiences.</p> <p>A broad and balanced curriculum is established increasing pupil engagement and having a positive impact of pupil's mental health.</p> <p>Pupils experience a wider range of activities.</p> <p>Pupils have a greater understanding of the culturally diverse society in which we live. They have an appreciation of the host of opportunities available to them.</p>	<p>experiences are included. Ensure PP and vulnerable children attend.</p>		
<p>Summary</p>					
<p>Total PPF received</p>		<p>£122,760</p>			
<p>Total PPF expenditure</p>		<p>£126,300</p>			
<p>PPF Remaining</p>		<p>£0</p>			

Review of Pupil Premium Strategy 2017-2018 Outcomes 2017-18																																			
Desired outcome and how they will be measured	Success Criteria	Impact																																	
Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 90% of pupils eligible for PP achieve the expected standard in speaking.	The percentage of PP eligible pupils achieving GLD+ in 2018 was 82% in speaking. This was a significant increase on 2017 which was 60%.																																	
Increased % attaining the GLD in reading, writing and maths for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 85% of pupils eligible for PP achieve the expected standard in reading, writing and maths.	The percentage of PP eligible pupils achieving GLD+ in 2018 was 71%. This was a significant increase on 2017 which was 53%. This is now in line with national PP data and the difference between PP and All is diminishing.																																	
Behavioural issues for identified pupils addressed.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards). Fixed term and permanent exclusion rates fall.	Permanent exclusion rates fell. Fixed term exclusion rates remained broadly similar. Although instances of behaviour remained broadly similar. The number of pupils causing these instances significantly reduced. 5 EHC Plans were successful for these pupils.																																	
Higher attainment and rates of progress across Key Stages 1 and 2 for pupils eligible for PP.	Pupils eligible for PP make as much progress and attain equally as well as other pupils across GPS, reading, writing and maths in both Key Stage 1 and 2.	<p>Over the last 3 years attainment for PP pupils has rapidly increased in Reading and Writing and increased in maths and combined.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>7%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>46%</td> <td>64%</td> </tr> <tr> <td>Maths</td> <td>27%</td> <td>29%</td> <td>43%</td> </tr> <tr> <td>Combined</td> <td>0%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Reading progress</td> <td>-2.6</td> <td>-0.37</td> <td>-2.0</td> </tr> <tr> <td>Writing progress</td> <td>+1.2</td> <td>-1.39</td> <td>-1.3</td> </tr> <tr> <td>Maths progress</td> <td>+0.7</td> <td>-4.93</td> <td>-3.9</td> </tr> </tbody> </table>			2016	2017	2018	Reading	7%	57%	71%	Writing	47%	46%	64%	Maths	27%	29%	43%	Combined	0%	29%	29%	Reading progress	-2.6	-0.37	-2.0	Writing progress	+1.2	-1.39	-1.3	Maths progress	+0.7	-4.93	-3.9
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Appointments with outside agencies are kept.	Fewer referrals are made. Pupils access speech and language intervention in school.	Speech and language is delivered in school and staff implement strategies effectively. Increase in TAFs for SEN and vulnerable families means that school nursing team attend more meetings and therefore school are informed in advance of meets and can support parents n attending meetings.
Homework is completed regularly.	The number of pupils completing homework on a weekly basis has risen to 90%.	The number of pupils completing homework has risen but still remains less than 90%.
Families who are in need of support are identified early and supported.	Families feel supported, attendance increases and incidents of behaviour issues reduce.	Families state they fell supported by school. Attendance does improve except from holidays in term time.
Pupils with social emotional difficulties are identified and supported.	Specialist teacher support/reports are obtained for identified pupils. Actions implemented. Positive impact on pupil progress, attendance and behaviour.	12 pupils were supported through specialist teacher advice or EP reports. As a result, exclusions reduced. Attendance increased for the vast majority.
Increased attendance rates and reduce 'lates' for pupils eligible for PP.	Maintain the number of persistent absentees for pupils eligible for PP to below 10%. Overall PP attendance improves from 95.7% to 96%. Reduce the number of lates.	Persistent absence increased in 2018 from 2017 because the same pupils either took repeated holidays or had poor attendance and took a holiday. The school will continue to implement the fixed penalty notices. Pupils lateness significantly reduced.
Mobile pupils attain and progress equally as well as non-mobile pupils.	Progress and attainment for mobile and non-mobile groups shows pupils achieve equally as well.	The attainment and progress gap for mobile and non mobile pupils remains although both groups did make excellent progress throughout the year.
Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Pupils eligible for PP take part in a wide range of trips, visits and activities. This extends their vocabulary and life experiences. Pupil enjoyment at school rises.	There were multiple trips and visits last academic year which included theatre, music and sports. Pupil attitudes towards learning has improved and pupils are positive about the school.
Pupils eligible for PP attend sports after school clubs and outdoor adventurous activity.	Pupils eligible for PP take part in a wide range of sporting and outdoor adventurous activities. Social and team building skills are developed.	