

# St. Mary's RCVA Primary School, Wingate - Pupil premium strategy statement 2018-19

## Rationale

At our school we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium.

### 1. Summary information

<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£21,700	<b>Date of most recent PP Review</b>	09/18
<b>Total number of pupils</b>	55	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	01/19

### 2. Attainment 2018

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Good Level of Development in Early Years Foundation Stage</b>	<b>0</b>	
<b>% achieving Year 1 Phonics Standard</b>	<b>0</b>	
<b>KS1 - % achieving expected standard in Reading (2 pupils)</b>	<b>50%</b>	<b>79%</b>
<b>KS1 - % achieving expected standard in Writing (2 pupils)</b>	<b>50%</b>	<b>72%</b>
<b>KS1 - % achieving expected standard in Maths (2 pupils)</b>	<b>0%</b>	<b>79%</b>
<b>KS2 - % achieving Exp standard or above in reading (or equivalent) 6 children</b>	<b>67%</b>	<b>77%</b>
<b>KS2 - % achieving Exp standard or above writing (or equivalent) 6 children</b>	<b>50%</b>	<b>81%</b>
<b>KS2 - % achieving Exp standard or above in maths (or equivalent) 6 children</b>	<b>33%</b>	<b>82%</b>
<b>KS2 - % achieving Exp standard or above in reading, writing &amp; maths 6</b>	<b>33%</b>	<b>67%</b>

### 3. Impact Statement

#### Review of Expenditure: 2017/18

<u>Initial Allocation</u>			<u>£0.00</u>
Speech & Language SLA			£1,650.00
Ukelele/Guitar support			£1,500.00
FSM pupils' music lessons			£400.00
PSA, Counsellor & extra Ed Psych			£3,500.00
Support for residential school trips			£1,000.00
Subsidising school trips			£500.00
PP pupils' milk			£250.00
Lexia			£900
Other Adult Support & Intervention costs			£12,000
<u>Total Spent</u>			<u>£21,700</u>

#### Impact Statement:

- Achievement of our disadvantaged pupils across the school is good. At KS2, our disadvantaged pupils are generally below their peers in attainment. School is working hard to diminish the difference through targeted support. Progress for our disadvantaged pupils is good. Our numbers of disadvantaged pupils are small and so percentages are often insignificant.
- In school data shows that most of our pupils are making rapid progress to catch up to their age related expectations.
- Our spending on Lexia Core 5, while ensuring all of our disadvantaged pupils had access to this, has helped to result in the differences diminishing in reading.
- Speech and language support has helped our children improve their levels of communication.
- Monitoring shows good levels of engagement of pupils and their behaviour for learning. This is especially relevant for our Year 3 cohort.
- Children who have, to date, accessed counsellor & PSA support have shown improved levels of confidence & self-esteem.

### 4. Barriers to future attainment (for pupils eligible for PP)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

A. Communication and language skills

<b>B.</b>	Maths & English skills on entry
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Children from homes of low educational attainment
<b>D.</b>	Limited enrichment experiences
<b>E.</b>	Proportion of pupils from vulnerable backgrounds resulting in children entering school with low self-esteem & emotional issues and limited resilience. Low social skills.
<b>F.</b>	Levels of healthy lifestyles.
<b>Desired outcomes</b>	
<b>A.</b>	To develop an increased use of vocabulary and understanding amongst pupils.
<b>B.</b>	To improve the percentage of Pupil Premium pupils achieving expected outcomes in Reading, Writing & Maths.
<b>C.</b>	To improve the percentage of Pupil Premium pupils achieving greater depth in Reading, Writing & Maths.
<b>D.</b>	Children have a wide variety of experiences to draw upon to be able to fully engage in the curriculum.
<b>E.</b>	Pupils show increased confidence, self-esteem & resilience, and have developed coping strategies to overcome barriers to learning. Improved social skills.
<b>F.</b>	Improve fitness levels & healthy lifestyles of children.

<b>5. Planned expenditure £21,700</b>					
<b>Academic year</b>		<b>2018/2019</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

B & C	2 adults in Class 1 each morning. TS targeted intervention for Year 3 pupils.  Additional support for Y6	EYFS/Y1 class – to support high quality of teaching for each year group. Y2 children taught in a class with Y3 children to drive progress and attainment with additional TA support. TA support for Maths lessons	Leadership team monitoring: Lessons Book scrutinies Data tracking at least half termly	LH	1 / 2 termly progress meetings
B & C	TA to be timetabled to support quality 1 <sup>st</sup> teaching through child specific intervention.	Analysis of data & observations identify need to support specific pupils to increase rates of rapid progress. Diminished differences between PP and other.	Leadership team monitoring: Book scrutinies Data tracking at least half termly	Maths & English subject leaders	Ongoing Data tracking 1 / 2 termly pupil progress meetings
<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B & C	Lexia Core 5 interventions	This supports rapid progression in literacy skills as evidenced in previous year.	Analysis of progress	English subject leader	Ongoing – weekly review of progress – targeted interventions

B & C	English & Maths specific intervention programmes, including the purchase of Mathletics.	Low attaining pupils targeted for more rapid progress after analysis of results. Targeted intervention groups for current Y3 group.	Analysis of progress	Maths & English subject leaders	Ongoing Data tracking Pupil progress meetings
<b>Total budgeted cost</b>					£900
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Speech & Language COL support	High number of children with speech & language issues, especially on entry and KS1.	New S&L language worked in place from November 2018.	SENDCO	January 2019
A & D	To supplement funding of educational visits & visitors to school.	Many children are not given opportunities to have a wide variety of experiences due to the high proportion of low income households.	Visits are linked to the curriculum & will improve language/vocabulary skill. Feedback from pupils will inform this.	Leadership team	Ongoing
D&E	To provide pupils with experiences to draw upon and engage in the curriculum – ukulele lessons	Many children are not given the opportunity to have a wide range of experiences due to the high proportion of low income households.	Feedback from pupils, parents and progress made	Leadership team	End of summer 2019

E	<p>Shared employment of counsellor &amp; PSA. RRSA subscription. Take part in Durham Resilience project. TA trained in Listening Matters, Circle of Friends activities to improve social skills and awareness Cutting the Cost of the School Day training to support PP families.</p>	<p>Proportion of vulnerable children in school. Increases the opportunities for children to be able to improve resilience, discuss emotions and increase independence. Behaviour difficulties and social interaction difficulties experienced by children across the school with specific support.</p>	<p>Counsellor reports PSA feedback Feedback from children Feedback from parents Pupil questionnaires</p>	<p>Leadership team</p>	<p>Ongoing</p>
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F	<p>Fisch Project Subscription &amp; Participation</p> <p>Links to Sports Premium Spending</p> <p>Free school milk funding for pupil premium children</p> <p>Free fruit for PP children</p>	Poor health statistics in this low IMD area	<p>Fisch project report</p> <p>Participation rates in sports clubs</p>	Leadership team & PE subject leader	Ongoing
<b>Total budgeted cost</b>					£8,800

### Evaluation

<b>iv. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Autumn Review</b>	<b>Spring Review</b>	<b>Summer Review</b>

<p>To improve the percentage of Pupil Premium pupils achieving expected outcomes in Reading, Writing &amp; Maths.</p>	<p>2 adults in Class 1 each morning –</p>	<p>EYFS/Y1 class – to support high quality of teaching for each year group.</p>	<p>Two adults working in Reception. Year1. Larger than expected entry group for Reception in addition to high needs of children resulted in tightly managed classroom groups. Children’s progress being closely monitored.</p>		
<p>To improve the percentage of Pupil Premium pupils achieving greater depth in Reading, Writing &amp; Maths.</p>	<p>Additional support for Y6 maths</p>	<p>TA support for Maths lessons to fill gaps in learning (Y6)</p>	<p>Staff using Mastery Approach for teaching Maths and adapting it to meet the needs of individual classrooms.</p>		
<p>See above</p>	<p>TA to be timetabled to support quality 1<sup>st</sup> teaching through child specific intervention.</p>	<p>Analysis of data &amp; observations identify need to support specific pupils to increase rates of rapid progress. Diminished differences between PP and others.</p>	<p>Pupils progress being closely monitored. All children made progress in Autumn term.</p>		
<b>Total budgeted cost</b>					£12,000
<b>v. Targeted support</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Autumn Review	Spring Review	Summer Review
B & C	Lexia Core 5 interventions	This supports rapid progression in literacy skills as evidenced in previous year.	Progress being closely monitored by English lead and relevant interventions in place.		
B & C	English & Maths specific intervention programmes	Low attaining pupils targeted for more rapid progress after analysis of results.	TS targeted towards current Year 3 group to ensure more rapid progress made.		
<b>Total budgeted cost</b>					£900
<b>vi. Other approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Autumn Review	Spring Review	Summer Review

A	Speech & Language COL support	High number of children with speech & language issues, especially on entry and KS1.	New S&L worker in place. Caught up with all children and parents in school with regular sessions of support.		
A & D	To supplement funding of educational visits & visitors to school.	Many children are not given opportunities to have a wide variety of experiences due to the high proportion of low income households.	All classes attended one trip which was subsidised. Parents given a yearly calendar of events to aid budgeting arrangements.		

E	<p>Shared employment of counsellor &amp; PSA. RRSA subscription. Take part in Durham Resilience project. TA trained in Listening Matters,</p>	<p>Proportion of vulnerable children in school. Increases the opportunities for children to be able to improve resilience, discuss emotions and increase independence. Behaviour difficulties and social interaction difficulties experienced by children across the school with specific support.</p>	<p>PSA and school Counsellor used. TA worked with two children for Listening Matters. Children on review reported to have found the sessions useful and relevant.</p>		

F	Fisch Project Subscription & Participation  Links to Sports Premium Spending  Free school milk funding for pupil premium children	Poor health statistics in this low IMD area			
<b>Total budgeted cost</b>					£8,800