

# Pupil premium strategy St Mary's CofE (Aided) Primary School 2018 - 2019 Financial year

1. Summary information					
<b>School</b>	St Mary's CofE (Aided) Primary School, Pulborough				
<b>Year</b>	2018/2019	<b>Total PP budget PP Ever 6 TOTAL</b>	40240 44525 84765	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	349 on 1.4.18	<b>Number of pupils eligible for PP</b>	33 on 1.4.18	<b>Date for next internal review of this strategy</b>	January 2019

2. Current attainment Summer 2018		
SEE OTHER DATA	<i>Pupils eligible for PP (your school)</i> <b>50</b> pupils 15%	<i>Pupils not eligible for PP (national average)</i> 280 pupils
% achieving in reading, writing and maths	42 (84%)	%
% making progress in reading over the academic year	45 (90%)	%
% making progress in writing over the academic year	44 (88%)	%
% making progress in maths over the academic year	47 (94%)	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Phonic skills in EYFS and Key Stage 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years
<b>B.</b>	Attendance – Attendance of children eligible for PP is lower than other children
<b>C.</b>	Behaviour issues for children in Key Stage Two are having a detrimental effect on their learning and self-esteem and the progress of others in their class
<b>D.</b>	Some children require nurture groups to raise self esteem and have an impact on their learning
<b>E.</b>	Identified children in Year 3 and Year 5 require small group to diminish the gap.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Attendance rates are lower for those eligible for PP
<b>G.</b>	Identified children cannot afford trips or contribution to visits, visitors and workshops. Access to books
<b>H.</b>	Identified children require practical support with out of school clubs and wrap around care

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Improved progress for this identified group of children.
<b>B.</b>	Higher rates of progress for those in Key Stage 2 who are eligible for PP	Data analysed for this group of children and impact of intervention with SM and TA's.
<b>C.</b>	Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Fewer behavioural issues recorded for these pupils and greater self-esteem (recorded by questionnaires as to how they feel)
<b>D.</b>	Forest School Leader and learning mentor will provide support to raise self esteem.	There will be less incidents of challenging behaviour recorded in Time Out book
<b>E.</b>	Identified children in Y3 and Y5 will achieve in line with their peers in reading and maths.	Identified children will achieve ARE in Reading and Maths. Improvement in the library so that more reading materials are available and accessible
<b>F.</b>	Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP and overall attendance for this group improves to at least 90%.
<b>G.</b>	All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors.	Children will have fair access to trips, workshops, visits and visitors.
<b>H.</b>	School will support identified families in providing wrap around care with enrichment opportunities.	Identified children will be happy in their learning and make good or better progress in reading, writing and maths.

5. Planned expenditure					
Financial 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	When will you review implementation?
Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Numicon intervention Phonics intervention	Large group of children who seem to be behind based on their entry data.	Sessions planned, scheme followed, impact noted half termly. Interventions planned EYFS to monitor Intervention teacher to deliver interventions	PP coordinator HT to monitor	Easter 2019  To date £2008
Higher rates of progress for those in Key Stage 2 who are eligible for PP	When teachers can identify the barriers/gaps in learning then find the time to plug them.	The EEF toolkit suggests that targeted interventions matched to specific students with needs can help.	Extra teacher employed to help with Y3/Y5 and diminish the gaps based on teacher assessment.	PP coordinator HT to monitor	Easter 2019

Behavioural issues in Y3 and Y5 addressed and self-esteem improved for those who are impacting on the learning of others.	Identify a nurture group as intervention to help. Behaviour comes from an emotional response and so they need time to let adults work alongside and help them solve how they feel and raise self-esteem. Learning Mentor	Observation of nurture group by staff to see how others work alongside to take this into the classroom. Courses on behaviour SEND county lead exclusion project to look at how to engage these pupils further. All of these strategies can then be fed back into lessons and learning activities to keep these pupils motivated and ensure we are meeting their needs.	Early identification of these pupils and intervention put in place. Sessions recorded and improvements reported on. Monitor behaviour incidents to see a decrease in them. Monitoring of planning and evaluations by PP coordinator	PP coordinator HT to monitor	Easter 2019 £5032
Identified children in Y3 and Y5 will achieve in line with their peers in reading and maths	When teachers can identify the barriers/gaps in learning then find the time to plug them.	Funding allocated to individual year groups to provide intervention work.	Children benefit from additional opportunities to practise key skills and the chance to work one to one or in small group, With a focus on interventions for reading, writing and maths.  Employ additional teacher 2 day a week in Y5 until 31.3.19 – 1:1 teaching	SENDCo	Easter 2019  £160 per day = £2624
All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors.	Provide financial support to families that are eligible.	Lower income families often struggle to pay for trips and activities and therefore the children miss out, We want these families to engage fully with the curriculum in line with their peers.	Overseen by the office team for Pupil Premium in line with the charging and remission policy.	SBM	Easter 2019
<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>

Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS.	Numicon intervention Phonics intervention	Large group of children who seem to be behind based on their entry data.	Sessions planned, scheme followed, impact noted half termly. Interventions planned  IPADS	PP coordinator HT to monitor	Easter 2019 AIB grant  £747
Increase attendance rates for pupils eligible for PP	Stickers each week Note in newsletter and on website to raise awareness Engaging activities in class to get them in. Responsibilities given to these children to get them into school. Rock Steady (music enrichment for children eligible for PP)	We can't increase attainment and progress if the children are not actually in school. HT/DHT to follow up lack of attendance and ensure there is a plan in place. Class teachers to talk about attendance in class. Certificates and stickers to be given out to those children improving attendance weekly.	Daily PP coordinator to liaise with the office about who is out. Weekly attendance figures sent to analyse and challenge persistent attendance issues. Figures shared on website and newsletter. MASH used for persistent absentees to get outside agency involvement. Early Birds attendance to get pupils into school.	PP coordinator HT to monitor	Easter 2019 £249 3BM tool £880
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Nurture Group for those experiencing difficulties Learning Mentor group to support self esteem More Forest School Leaders trained to ensure the sustainability of this. Play Therapy Green Caterpillar	We need to do something to help these children regulate their behaviour. We chose a nurture group because it was noticed that these children are not a problem out at forest schools and in outdoor learning experiences. They are also the children who will have practical occupations so need to enhance these skills to show them they can be successful. Learning mentor needs to make these children reflect on what makes them feel better about themselves in a focussed group time. Many of the children have experienced trauma and need support to deal with this. More staff need to be able to identify the triggers, the strategies and have resources to use to help support the need.	Monitor Early identification of these pupils and intervention put in place. Sessions recorded and improvements reported on. Monitor behaviour incidents to see a decrease in them. Monitoring of planning and evaluations by PP coordinator Learning Mentor meeting – Use of self-esteem programme – weekly notes kept. MMS support TA support for 1 TA fulltime, 1 TA 10% time, 1 TA 15% time	PP coordinator HT to monitor	Easter 2019 £1600  £6,632  £3876  £4789  £14754 per annum
<b>Total budgeted cost</b>					£
<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>

Increase attendance rates for pupils eligible for PP	Multiskills breakfast club to get these children into school and ready to learn. Early Birds Breakfast Club	Physical exercise is good for children and they enjoy it. By providing this the children come into school earlier and so are present to start learning. Children attending breakfast club for the same reasons as above.	I		Easter 2019 Activ8/Multiskills Purely Sport lunchtime £500  Attendance at clubs £373 E Birds £12 £410 £164 per child = £2000
Allow inclusion for all pupils and that children eligible for PP have the same chances and experiences as others.	Residentials Music lessons	Then children benefit enormously from a residential, they get to experience new activities, live with others, sleep away from home. Find other things they are successful at and work as part of a team.			Residential £3000 Music £ Trips £126 Clubs as above To date .... Cookery £250
To ensure that all children feel they belong to help with behavioural issues	Uniform costs	Children need to feel part of the school and that they are not different.			Uniform £286.88 .... To date

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral skills in EYFS and Key Stage 1 and Year 3.	Staff training on speech sounds and vocabulary. Pre teaching vocabulary SALT session	There was considerably impact on 2 of the children who made GLD.	The SALT TA and the targeted intervention gave these 2 children the skills that they needed and helped them access more of the learning in class. Playground markings KS1	£7818 JT  £1525.50
Higher rates of progress for those in Key Stage 2 who are eligible for PP	When teachers can identify the barriers/gaps in learning then find the time to plug them.	Some children met ARE and diminished the gap.	We would continue with this approach as there were a greater amount of children that made ARE.  Open up the Library 4 hours per week	£8160 SM  £750.00.Librarian
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Identify a nurture group as intervention to help. Behaviour comes from an emotional response and so they need time to let adults work alongside and help them solve how they feel and raise self-esteem.	Behaviour incidents	Nurture group had a big impact on the self esteem of these children. Out of the 6 children 5 of them have had minimal behavioural incidents. One has not had a single behaviour incident for the whole of the Summer term. Attendance was difficult for 2 which was a shame so we need to consider their attendance when choosing them for the intervention. Playground markings KS2	LM as above Nurture as above  £2170
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral skills in EYFS and Key Stage 1.	SALT TA to be used Interventions in class	There was considerably impact on 2 of the children who made GLD.	The SALT TA and the targeted intervention gave these 2 children the skills that they needed and helped them access more of the learning in class.	As above

Increase attendance rates for pupils eligible for PP	Stickers each week Note in newsletter and on website to raise awareness Engaging activities in class to get them in. Responsibilities given to these children to get them into school. Rock Steady (music			As above
Behavioural issues in Key Stage 2 addressed and self-esteem improved for those who are impacting on the learning of others.	Nurture Group for those experiencing difficulties Learning Mentor group to support self esteem More Forest School Leaders trained to ensure the sustainability			As above
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase attendance rates for pupils eligible for PP	Multiskills breakfast club to get these children into school and ready to learn. Early Birds Breakfast Club	Improved attendance from PP children. Went up from 93.7 to 94.6%. Children develop a healthy approach to sport Children were in school on time.	Get more PP children involved through assembly and taster session. Send targeted letter to parents to explain the aim and why it is important.	PE
Allow inclusion for all pupils and that children eligible for PP have the same chances	Residentials Music lessons	Children participated in the activity and created memories as well as living with others so improving social skills and trying a range of new activities for the PE outdoor curriculum.	Ensure that they own the place and do not drop out as 1 child dropped out.	As above
To ensure that all children feel they belong to help with behavioural issues	Uniform costs	The children looked smart and looked they belonged within their class. This led to greater self esteem.	This proved successful although the children didn't take care or show respect for the uniform bought. Shoes to stay in school to ensure they don't get lost. One PP child commented that they were the smartest shoes he had ever seen.	£295
<b>Total budgeted cost</b>				£70867
<b>Spent up to 15.2.19</b>				£61337

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)