

### St. Mary's C.E Primary Academy's Pupil Premium Action Plan 2019 - 2020

<b>Headteacher name:</b>	Mr T. North	<b>Signature:</b>	
<b>Chair of Governors name:</b>	Mrs E. Lane	<b>Signature:</b>	
<b>Reviewer:</b>	Mr T North/ Miss K. Gardiner	<b>Signature:</b>	
<b>Date of pupil premium review:</b>	Impact of 18-19 reviewed 17/09/19. Subsequent actions in place 25/09/19.		

### Predicted Pupil Premium Profile 2019 - 2020

<b>Number of eligible pupils:</b>	<p>106 pupils are eligible for PP.                      4 pupils are eligible for Children in Care funding.                      2 pupils are eligible for Post-LAC funding.</p> <p>This is 25.98% of the school population, which is marginally lower than the previous academic year.</p>
<b>Amount per pupil:</b>	PP: £1320 LAC:£2300
<b>Total pupil premium budget:</b>	<p>Predicted for the September 2019 – August 2020: £158, 400</p> <p>Total costings predicted from school, including school's own contributions - £310, 717</p> <p>* Based on the EEF Guide to PP, St. Mary's CEP Academy are taking a tiered approach to PP spending.</p>

**Teaching – Improving teaching through professional development and support for early career teachers.**

Target/ Outcome	Provision/ Actions	Costing
<p><b>Effective monitoring of T &amp; L and subsequent identification of CPD so that all teaching is good or better.</b></p> <p>This will be seen through:</p> <ul style="list-style-type: none"> <li>- All PP pupils perform in line with national figures in all subjects with identified pupils making accelerated progress.</li> <li>- Pupils with PP and SEND make progress in line with their peers.</li> <li>- 100% of current year 2 PP passing the phonics test at the end of KS1.</li> <li>- 100% of teaching is good or better so that teachers are able to accelerate progress and close gaps.</li> </ul>	<p>Fortnightly PL meetings to ensure high focus on PP pupils and PP pupils with SEND to ensure that progress is evaluated and actions put in place early to ensure progress of PP is in line with peers.</p>	<p>£50,341</p>
	<p>All monitoring (moderation and drop-ins) focus on PP pupils. Monitoring has a weekly focus.</p>	
	<p>SENCO to look at effectiveness of provision for pupils with both PP and SEND in the classroom and ensure CPD is identified whole school and tailored for individuals as appropriate.</p>	
	<p>Additional CPD identified – this includes change in reading scheme, additional behaviour support and moderation from County.</p>	
	<p>Early identification of PP/SEND in Nursery and Year R. PL to liaise with SENCO and ensure all monitoring has a focus on PP.</p>	
	<p>Daily RWI for all pupils in EYFS and KS1 – to be evaluated weekly with a focus on PP progress by EYFS PL and feedback given to ensure all group teaching is good or better.</p>	
	<p>Additional CPD from T &amp; L Lead as identified by PLs – to include team teaching.</p>	

**Targeted Academic Support – Structured interventions, small group tuition and one-to-one support.**

Target/Outcome	Provision/Actions	Costings
<p><b>Regular analysis and identification of PP pupils to receive additional interventions so that targeted pupils with PP make accelerated progress.</b></p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> <li>- Appraisal targets</li> <li>- PP Meetings with PL</li> <li>- Focus of identified pupils at team meetings</li> <li>- Accelerated progress for identified pupils with PP to close the pre-existing gaps between number of PP pupils achieving expected compared to non-PP peers.</li> <li>- PP pupils achieve in line with local and national data.</li> </ul>	<p>All year groups to identify focus groups with PL in term 1 to ensure accelerated progress of pupils with PP to close pre-existing attainment gaps.</p>	<p align="center">£75,017</p>
	<p>Investment of PIXL programme for key marginals in receipt of PP (Years 4-6).</p>	
	<p>Use of specialist teachers to lead on and deliver PIXL.</p>	
	<p>Weekly core meetings and interventions in Year 6 for all subjects.</p>	
	<p>After school clubs to be arranged to target pupils who need to reach expected or close prior attainment gaps – Pixl, GDS.</p>	
	<p>Additional staff employed to lead 1:1 or small group significantly below age appropriate RWI.</p>	
	<p>Additional phonics group in Year 1 to close the gap between PP and non-PP passing the Y1 Phonics Test.</p>	
	<p>Additional phonics group in Year 2 to ensure 100% of PP pass phonic screening at end of KS2.</p>	
	<p>Targeted support/ interventions for pupils identified as not making expected progress – PL and CT dialogue during PL meetings and PP meetings.</p>	
	<p>Specific interventions already identified based on analysis of data from 2018-2019: Pupils identified in Year 2 to close the gaps.</p>	

	<p>Year 3 focus on attainment of PP pupils achieving expected standard in all subjects, with a strong focus on reading.</p> <p>Year 3 focus on PP pupils at GDS.</p> <p>Year 2 focus on PP pupils at GDS.</p> <p>Targeted interventions for PP writers in Year 4.</p>	
<p><b>To ensure that pupils not accessing the age appropriate Curriculum are able to make progress in line with their peers.</b></p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> <li>- Progress for pupils with PP and SEND make progress in line with their peers.</li> <li>- Observations and evaluations (book-dips, planning) show that provision for all learners is good or better.</li> <li>- Use of the AWL grids and appropriate skills being targeted.</li> </ul>	<p>PP and SEND group to be the focus of all phase leader meetings so that actions to close the gaps are monitored and reviewed regularly for impact.</p> <hr/> <p>PP and SEND group to be discussed at all PP meetings with the attendance of SENCO at all meetings.</p> <hr/> <p>Regular observations, support and feedback from SENCO to raise the profile of this group to ensure provision is effective.</p> <hr/> <p>Introduction of specialised provision for identified pupils with SEMH and/or cognitive needs.</p>	<p>£26,906</p>

**Wider Strategies – Attendance, behaviour approaches and breakfast clubs**

Target/Outcomes	Provision/Actions	Costings
<p><b>To increase communication with parents and create opportunities for pupils and parents to work together so that both parents and pupils are aware of next steps for learning and know how to move children’s learning forwards so that good or better progress is made.</b></p> <p><b>To engage parents with home learning and raise pupils’ standards.</b></p> <p><b>To build links with families and provide wider support and advice for our families so that families are supported and conditions for children to learn improve.</b></p>	Develop close links with parents in a range of ways, including craft activities during school hours and at weekends, breakfast meetings, toddler groups and family sessions.	£109,535
	Increased number of coffee mornings to engage parents.	
	Continue to use PSAs to liaise with families at the start and end of the day.	
	New employment of adults as part of well-being team to support with SEMH in lower and upper KS2.	
	After school club to be led by staff with identified pupils and parents to ensure parents are confident at supporting phonics at home.	
	Uniform/ PE kit to be provided for if needed.	
	Pupils invited to attend breakfast club.	
	Support readily available from FLO/new well-being team/SENCO.	
<p><b>To ensure all children are able to access fully in school enrichment activities.</b></p>	Costs of school visits and experiences to be subsidised if donations are not forthcoming.	£9,782

<p>- Increase in number of PP pupils attending holiday clubs</p>	<p>All PP pupils to be invited to attend February and Summer Club. PP children to have first priority for attending holiday clubs, which removes social barriers created by deprivation. This will broaden cultural awareness, develop social skills and raise aspirations. In turn, this will support pupils' ability to write imaginatively and to infer and deduce in texts thus raising pupils' ability to reach age expected standards.</p>	
	<p>Key children to be identified by staff and encouraged to attend.</p> <p><u>Rational:</u> <i>'Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.'</i> TES David Linsell 2012</p>	
<p><b>To improve attendance and punctuality for PP pupils with habitually low attendance and/or poor punctuality.</b></p> <p>Which will be seen through: - an improvement in attendance and punctuality <b>Target of 97% attendance (96.5% PP)</b></p>	<p>Ensure all PP pupils are invited to breakfast club.</p> <p>To ensure attendance of pupils is tracked regularly and to meet with children who have poor punctuality and attendance to encourage uptake of breakfast club.</p> <p>Office to promote breakfast club to PP parents on a regular basis. Appraisal targets set around this area.</p>	<p>£6,428 (PL costed elsewhere)</p>
<p><b>To raise the self-esteem, resilience and engagement of PP pupils</b></p> <p>Which will be seen through:</p>	<p>3 additional staff employed to provide emotional check ins with vulnerable pupils as part of the well-being team.</p> <p>Ensure that Forest School meets the needs of all PP pupils identified as having low self-esteem.</p>	<p>£32,708 (SEMH team costed elsewhere)</p>

<ul style="list-style-type: none"> <li>- Observations and reports from class teachers that pupils are persevering and using tools to support them</li> <li>- Improved self-regulation and a decrease in number of behaviour incidents</li> <li>- Reduced levels of anxiety</li> <li>- An increased readiness to learn</li> <li>- Increase in well-being and involvement using the Leuven Scale</li> </ul>	<p>Areas of identification and targets for pupils attending Forest School to be refined and more target specific in order to show impact.</p>	
	<p>Ensure that classroom celebration covers PP pupils on a regular basis.</p>	