

St. Mary's C.E Primary Academy's Pupil Premium Impact 2018 - 2019

Headteacher name:	Mr T. North	Signature:	
Chair of Governors name:	Mrs. E. Lane	Signature:	
Reviewer:	Mr T. North/ Miss K. Gardiner	Signature:	
Date of pupil premium review:	July 2019		

Predicted Pupil Premium Profile 2018 - 2019

Number of eligible pupils:	119 pupils are eligible for PP. 4 pupils are eligible for Children in Care funding. 2 pupils are eligible for Post-LAC funding. This is 28.74% of the school population, which is marginally lower than the previous academic year.
Amount per pupil:	PP: £1320 LAC:£2300
Total pupil premium budget:	Predicted for the September 2017 – August 2018: £157,080 (costings - £152,345)

Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20
<p>To increase proportions of pupils at expected in KS1 in reading, writing and maths to national figures.</p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> - All KS1 PP pupils making at least expected progress with identified pupils making accelerated progress. - 100% of current year 2 PP passing the phonics test at the end of KS1. 	Daily RWI for all pupils in EYFS and KS1	£24,244	<p>67% of PP passed the phonics screening in year 1. There is an 18% gap to their non-PP peers. Last year this was 20%.</p> <p>80% of PP who resat the phonics screening at the end of KS1 passed. This is significantly better than the 50% non-PP pupils who passed the phonics resits.</p> <p>53% of PP pupils achieved expected combined standard compared to 81% of non-PP pupils. This is a gap of 28%.</p> <p>There is a 13% gap between PP (70%) and non-PP (83%) achieving expected standard in writing. This gap has decreased compared to last academic year, where the gaps was 37%. There is a current gap of 14% between PP (76%) and non-PP (90%) achieving expected standard in maths. This gap is similar to the previous academic year.</p> <p>There is a current gap of 33% between PP (53%) and non-PP (86%) achieving expected or greater depth in reading. This gap has increased and will be actioned in 2019-2020.</p> <p>There are currently no PP pupils at GD standard in Year 2.</p> <p>Progress data shows accelerated progress for 50+% of all pupils regardless of PP or non-PP. In writing, maths and SPAG, there are a higher percentage of PP pupils making accelerated progress than non-PP pupils indicating a strong focus on PP in year 2.</p> <p>EY data indicates that there is a gap between PP and non-PP peers who are at GDL. 66% of PP are at GDL compared to 80% of non-PP.</p>	<p>Additional phonics group in Year 1 to close the gap between PP and non-PP passing the year 1 phonics tests.</p> <p>Additional phonics group in Year 2 to ensure 100% of PP pass phonics screening at end of KS1.</p> <p>Interventions/ focus groups in Y2 to target PP pupils to close the gap compared to non-PP in 2019-2020.</p> <p>Year 3 focus on attainment of PP pupils achieving expected standard in all subjects, with a key focus on reading.</p> <p>Year 3 focus on PP pupils at GDS. Year 2 focus on GDS.</p>
	Additional staff employed to lead 1:1 or small group significantly below age appropriate RWI.			
	After school club to be led by staff with identified pupils and parents to ensure parents are confident at supporting phonics at home.			
	Additional interventions in year 1 for maths and reading for identified pupils to close the gap in reading and shape from EYFS.			
	Early identification in Nursery and Year R to close gaps in reading and maths earlier.			
	Provision for current year 2 PP pupils to be evaluated, with a key focus on writing.			
	Additional staff employed to lead small phonic groups for identified pupils in Year 2.			
	Additional staff employed to increase the frequency of reading.			
	SENCO to look at effectiveness of provision for pupils with both PP and SEND in the classroom in KS1. SEND TAs to lead on additional interventions and share resources to improve practice.			
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.				

Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20																														
<p>To raise the attainment of PP pupils across KS2. Which will be seen through</p> <ul style="list-style-type: none"> - 100% of teaching is good or better so that teachers are able to accelerate progress and close gaps. - All PP pupils perform in line with national figures in all subjects. - Increase in progress rates to achieve the above with a minimum of 5 steps in line with their peers, with key pupils identified to make accelerated progress. - Progress for PP and SEND make progress in line with their peers. - Increase maths attainment of PP pupils in line with their peers. - PP pupils achieve as well as peers in maths in KS2 SATS. 	<p>Investment of PIXL programme for key marginal in receipt of PP.</p> <p>Use of specialist teacher to lead on and deliver PIXL with weekly core meetings and interventions in Year 6 for all subjects.</p> <p>Regular analysis and identification of PP pupils to receive additional Pixl interventions in Maths in Y3-5 to raise the attainment of maths for PP pupils across KS2.</p> <p>Regular 30 minute daily catch up sessions targeting key gaps in reading.</p> <p>Ensure all PP pupils are regularly reading and completing core subject home learning activities.</p>	<p>£21,441</p>	<p>Pixl data indicates that progress of pupils in pixl interventions whether PP or non-PP was comparable. PP pupils performed similarly to their PP peers who did not take part in pixl interventions in reading. In maths, there was on average half a step difference with pupils progress in pixl at 6.84 compared to non-pixl 6.23. % of PP pupils achieving expected was higher in writing and SPAG compared to previous academic year but lower in reading and maths.</p> <p>There is a significant attainment gap between PP and non-PP in all subject areas with roughly a 30% gap in reading and writing. The gap is widest in reading (41%) and smallest in SPAG (15%). When pupils with a SEND are removed, attainment increases in all subject areas except Maths but there is still a significant difference between PP and non-PP.</p> <p>See table below.</p> <table border="1" data-bbox="1012 932 1749 1331"> <thead> <tr> <th>Attainment</th> <th>R</th> <th>W</th> <th>M</th> <th>SPAG</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Cohort '19</td> <td>63.64</td> <td>83.64</td> <td>70.91</td> <td>85.45</td> <td>58.18</td> </tr> <tr> <td>Non-PP</td> <td>79.41</td> <td>94.12</td> <td>82.35</td> <td>91.18</td> <td>76.47</td> </tr> <tr> <td>PP</td> <td>38.10</td> <td>66.67</td> <td>52.38</td> <td>76.19</td> <td>28.57</td> </tr> <tr> <td>PP-SEND</td> <td>53.33</td> <td>80.00</td> <td>60.00</td> <td>93.33</td> <td>40.00</td> </tr> </tbody> </table> <p>In year 6, progress for PP pupils is strong in SPAG with PP pupils making significantly better progress than their peers. Progress is comparable in maths. There is small progress gap in writing and reading of less than half a step. There is a pre-existing attainment gap across all subjects; this is most notable in writing (3 steps). When</p>	Attainment	R	W	M	SPAG	Combined	Cohort '19	63.64	83.64	70.91	85.45	58.18	Non-PP	79.41	94.12	82.35	91.18	76.47	PP	38.10	66.67	52.38	76.19	28.57	PP-SEND	53.33	80.00	60.00	93.33	40.00	<p>Increasing attainment gap in year 4, 5 and 6. Focus of PP in Year 6 leading to accelerated progress to be mirrored across KS2, including the use of weekly team meetings and pixl.</p> <p>Observations of interventions to be a priority of all SL. Maths leaders/SENCO to look at provision for pupils with SEND.</p> <p>SENCO to support new Y6 cohort to ensure provision is appropriate for vulnerable group of PP/SEND.</p> <p>All KS2 year groups to identify focus groups with PL in term 1 to ensure accelerated progress of pupils with PP to close pre-existing attainment gap</p>
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			<p>SEND pupils are removed, the attainment gap is eradicated in maths but remains across the other core subjects.</p> <p>In year 5, progress in maths is in line for both PP and non-PP pupils. In writing, reading and SPAG, there is half a step progress difference between PP and non-PP. When SEND pupils are removed, the progress gap is reduced further. There is a pre-existing attainment gap of 1 step across all subject areas, this increases to 2 steps in writing. Attainment is comparable when SEND pupils are removed, suggesting that further work is needed to support SEND pupils and that PP pupils without an additional SEND are closing the attainment gap.</p> <p>Year 3 and 4 progress of PP and non-PP is broadly in line, with less than half a step difference between the groups across all subjects. However, there is a pre-existing attainment gap which need addressing.</p> <p>There is a pre-existing attainment gap across KS2, which last academic year decreased significantly when pupils with PP and a SEND were removed. This identified PP with SEND as a vulnerable group. This pattern has been less clear this academic year indicating improved provision and support for this vulnerable group in key areas/subjects across KS2.</p>	
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	<p>PP focus groups to be identified by Phase Leader and Class Teachers in all subjects in Y3.</p> <p>Literacy Lead and Phase Leader to work closely with Y3 to raise standards in writing for PP pupils.</p> <p>Literacy Lead and Phase Leader to work closely with Y4-6 to raise standards in writing for PP pupils. Close monitoring through PL meetings.</p>		<p>Accelerated progress of PP pupils in year 3 is comparable to non-PP peers in reading and SPAG. There has been a significant difference in PP pupils progress in maths with 24% of PP pupils making accelerated progress in maths compared to 14% of non-PP pupils. There was no accelerated progress seen in writing for PP pupils. However, average progress of both groups is now in line for writing, suggesting a raised standard in writing. Accelerated progress is now needed to close the gap.</p>	<p>Targeted interventions for PP writers moving into Year 4.</p>
	<p>Increased CPD for staff which is tailored as appropriate to develop peer critique and meta-cognition</p> <p>Support from teaching advisor so that all teaching is good and better</p> <p>Rational</p> <p>Sutton Trust document stresses that feedback has high impact for low costs, meta-cognition has very high impact for very low cost and peer tutoring has high impact for very low cost'</p> <p>Sutton Trust Teaching and Learning Toolkit (2015)</p>		<p>Evaluations and observations of the Newly Qualified Teachers are now consistently good. There has been a significant improvement from requires improvement to good or better from term 1 to term 6 which is evidenced on the tracker.</p> <p>Teaching and learning is consistently good or better.</p>	

Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20
<p>To ensure that pupils not accessing the age appropriate Curriculum are able to make progress in line with their peers.</p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> - Progress for pupils with PP and SEND make progress in line with their peers. - Observations show that provision for all learners is good or better. - Use of the AWL grids and appropriate skills being targeted. 	<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. PP and SEND group to be discussed at all PP meetings with the attendance of SENCO at all meetings.</p> <p>Regular observations, support and feedback from SENCO to raise the profile of this group to ensure provision is effective.</p> <p>Pupils previously in the GC have regular reading intervention.</p> <p>Targeted support/ interventions for pupils identified as not making expected progress.</p>	<p>£7,320</p>	<p>Previous GC pupils with a SEND and eligible for PP have shown increased progress this academic year. Case studies available.</p> <p>Pupil A now in class following a year in the GC has made good progress. In Maths, this progress was 8 steps and above the average 6 steps expected in year. Progress was in line for reading and compared to previous academic years, progress in writing and SPAG has improved.</p> <p>Pupil B has also made progress in line with expected progress in reading and writing and 4 steps in maths and SPAG. Previous progress has been 1 or 2 steps.</p> <p>The previous trend which identified when SEND were removed from PP closed the gap between PP and non-PP is less clear this academic year indicating improved provision of this vulnerable SEND group.</p>	

Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20
<p>To raise the self-esteem and engagement of PP pupils</p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> - An increased readiness to learn - Decrease in number of behaviour incidents - Increase in well-being and involvement using the Leuven Scale - Increase in number of PP pupils attending holiday clubs. 	<ul style="list-style-type: none"> -Staff employed to provide emotional check ins with vulnerable pupils. -Counsellor employed within school to provide tier 2 support within school. -Ensure that Forest School meets the needs of all PP pupils identified as having low self-esteem. -Areas of identification and targets for pupils attending Forest School to be refined and more target specific in order to show impact. -Ensure that classroom celebration covers PP pupils on a regular basis. -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. -Key children to be identified by staff and encouraged to attend. <p>Rational:</p> <p>'Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES David Linsell 2012</p>	<p>£14,176 (FLO also used but costed elsewhere due to nature of role)</p>	<p>Following a member of staff being employed to support identified children with daily emotional check-ins, there has been an increased readiness to learn as observed in the classroom, on the playground and through a decreased number of behaviour incidents from identified pupils.</p> <p>There have been over 400 check-ins across 17 year 4's and nearly 80 check-ins across 5 year 5's. There was a reduction from 52 class exits from Y4 prior to this member of staff's employment to 36 class exits and 37 in Y5 to 15. Increase in well-being and involvement reported by class teachers. 68% of pupils receiving check-ins had fewer behaviour incident reports following the introduction of check-ins.</p> <p>Pupil voice has indicated that the vast majority of pupils enjoy FS and find it beneficial to their learning with pupils being able to explain this.</p> <ul style="list-style-type: none"> -When asked if they think forest school helps learning, the pupil surveys were very positive: 'It helps me ignore distractions.' 'I feel like it makes me more confident.' 'We have to listen and then I listen in class.' 'I work together with more people now.' 'It helped me get over my shyness.' 'Because you're a bit reluctant to put your hand up but forest school gives you the confidence to put your hand up.' 'It has helped me solve conflict better in class.' 'Because you learn to share and forgive.' <p>70 children are due to attend Summer School in the first week and 100 in the second week with 34% of these pupils being in receipt of PP.</p> <ul style="list-style-type: none"> -Children have access to a wider range of activities and experiences which will broaden their cultural awareness, 	<p>Areas of identification in monitoring report from FS leader is broad. Assessments next year to be more specific.</p> <p>Embed use of counsellor to support with improved well-being.</p>

	Introduction of nurture provision with identified pupils.		<p>develop their social skills and raise aspirations. Historically, this has led to pupils developing their schemas and being able to write about experiences or link to other writing. This year experiences will include a paper art project with East Kent Art, dance workshop and a trip to East Kent Railway.</p> <p>Individual case studies showed great success with one pupil able to successfully move back into class full time. Boxall Profiles of the nurture provision painted a mixed picture of the effectiveness of the provision, ultimately due to success within the provision but failure to implement the skills more broadly, which is an area of development next academic year.</p>	
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Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20
<p>To raise the resilience of PP pupils</p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> - Observations and reports from class teachers that pupils are persevering and using tools to support them - Improved self-regulation and a decrease in number of behaviour incidents - Reduced levels of anxiety - An increased readiness to learn - Increase in well-being and involvement using the Leuven Scale 	<p>Work with Head Start to improve the resilience of the pupils in dealing.</p> <p>Opportunities for staff to attend training.</p> <p>Implementation of the FRIENDS programme into citizenship lessons across the whole school.</p> <p>1:1 and small groups targeted for additional intervention to support classwork.</p>	<p>£2,613</p>	<p>Pupils familiar with and using vocabulary from the FRIENDS programme to support with behaviour.</p> <p>FRIENDS programme implemented with clear successes identified by Citizenship and Well-being team in key classes.</p> <p>School recognised by Head Start for action plan and identified as school to seek award in new academic year.</p> <p>Reduction of pupils using the green room.</p>	<p>Resilience needs further work, key year 5 and 6 identified as priorities.</p> <p>Head start to work closely with school to support.</p>

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<p>To improve attendance and punctuality for PP pupils with habitually low attendance and/or poor punctuality.</p> <p>To ensure a healthy start to the day.</p> <p>To improve the diet of our pupil premium children.</p> <p>Which will be seen through:</p> <ul style="list-style-type: none"> - an improvement in attendance and punctuality - improved concentration in the classroom 	<p>Ensure all PP pupils are invited to breakfast club. To meet regularly 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.</p> <p>Appraisal targets set around this area.</p> <p>Introduction of the Daily Mile.</p>	<p>£4,045 (breakfast club - not including FLO who is costed elsewhere)</p> <p>£11,495 (attendance)</p>	<p>Attendance of PP pupils for the 2018-2019 academic year was 95.3% compared to non-PP which was 96.1% This is a difference of 0.8%. Attendance for PP improved from 93% in 2016/16 to 94% in 2016/2017, 94.5% in 2017/18 and is now 95.3%, showing an upward trend and also showing the gap between the two groups is decreasing and is now at its lowest difference.</p> <p>29% of pupils attending breakfast club 3 days a week or more are PP.</p> <p>For the PP pupils who attend breakfast club, their attendance is 96.42% and indicates that breakfast club is having an impact on the attendance of our PP pupils. There are case studies of where breakfast club has had an impact on the attendance and behaviour of several key PP pupils.</p> <p>Behaviour in the classroom has been graded as good or better in the vast majority of lessons observed in the last academic year.</p> <p>Daily Mile introduced across KS2 with notable improvements in fitness, seen in classes who have been running the daily mile longest and at recent running event. Used as an incentive to support identified pupils in year 5. Clear impact seen through reduced behaviour incidents and improved attendance at school. Pupil voice has indicated an improved concentration in the classroom.</p>	

Target/ Outcome	Provision	Costing	Actual Outcomes	Next steps/ interventions 2019-20
<p>To engage parents with home learning and raise pupils' standards.</p> <p>To increase communication with parents and offer advice so that parents understanding the next steps and how to move children's learning forwards so that good or better progress is made.</p> <p>To improve communication with parents of Pupil Premium to promote pupil learning.</p> <p>To provide wider support and advice for our families so that families are supported and conditions for children to learn improve.</p> <p>To build links with families and engage them to communicate with school.</p> <p>To create opportunities for pupils and parents to work together so that both parents and pupils are aware of next steps for learning.</p>	<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.</p> <p>Increased number of coffee mornings to engage parents.</p> <p>PSAs</p> <p>Story sacks for FS and KS1.</p> <p>Maths games for FS and KS1.</p> <p>Ensure that these resources are meeting the needs of our pupils and families.</p> <p>Involvement of local groups and charities to support parents.</p>	<p>£14,842</p>	<p>Improved communication with parents of Pupil Premium to promote pupil learning, including the use of contact books for identified pupils.</p> <p>Provided wider support and advice for our families so that families were supported and conditions provided in for children to learn have improved. Case Studies available.</p> <p>Built links with families and engaged them to communicate with the school. Seen through increased number of workshops with families working with pupils within school (year group parent workshops and transition meetings) Impact has been an increased number of parents attending in KS2.</p> <p>Provision map system in place led by SENCO with all parents informed of additional interventions that their pupils are having.</p> <p>Increased number of SEND coffee mornings, attended on average by 15 parents. Guest speakers attended from STLS, The Contented Child and Early Help as well as informal sessions. Information was shared about emotional regulations, using scales and check ins, strategies to support children with ADHD, myth busting around ADHD, broader services available for families and SEN processes.</p>	

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<p>To ensure all children are able to access fully in school enrichment activities.</p>	<p>Costs of school visits and experiences are subsidised if donations are not forthcoming.</p>	<p>£3,500 (based on expenditure last year)</p>	<p>Children have accessed a wider range of activities and experiences which has broaden their cultural awareness, developed their social skills and raised aspirations.</p>	
	<p>SHINE on Saturday scheme to continue this academic year. Key person to monitor and work closely with lead.</p> <p>Track Shine pupils with new system.</p> <p>Make links to Shine in school to ensure transfer of skills from club to school.</p>	<p>£1,430</p>	<p>13 pupils consistently attended Shine this academic year. 31% year 5 and 69% were year 6. Of these pupils, 62% were PP.</p> <p>Year 6 pupils who attended Shine last academic year made at least expected progress across all subjects. These pupils were targeted due to previous lack of progress.</p> <p>Of the 4 pupils PP pupils in year 6, 3 made accelerated progress (7 steps or more) in Maths, 3 made accelerated progress in Reading and all of them made accelerated progress in Writing and SPAG.</p> <p>Of the 4 Year 5 pupils who attended Shine last academic year, 2 of them made expected progress in Maths and Reading. 1 in writing and 1 in SPAG. The difference between the two year groups is that the pupils attending from Year 5 were eligible for PP and also had a SEND.</p>	<p>SENCo to support pupils in Y6 with SEND and PP to ensure expected progress and appropriate provision and support.</p>