



Newchurch St Mary's Pupil Premium strategy statement.



1. Summary information					
School	St Mary's CE Primary School				
Academic Year	2018/19	Total PP budget	£1320	Date of most recent PP Review	30/9/18
Total number of pupils	48	Number of pupils eligible for PP	Not reported due to small number of children in receipt of PP	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
Over 3 years due to the small number of children in each year.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Year 6 expectations reading, writing and maths	N/A	53%
Progress in reading	33%	66%
Progress in writing	33%	74%
Progress in maths	33%	70%

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>)	
A.	Specic learning needs affecting children's attainment outcomes. 33% have complex learning needs, compared to whole school SEN 17%.
B.	Access to enrichment activities can be limited.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Emotional and social barriers due to unsettled home lives.
D.	Attendance can be an issue.

September 2018

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve learning outcomes for pupils	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP make accelerated progress relevant to their individual starting points.
B.	We will subsidise access to after school clubs that individual Pupil Premium children have an interest in.	PP children have opportunities to develop their confidence and self esteem and individual talents this will also help support emotional and physical health and well being.
C.	Emotional and social barriers due to unsettled home lives.	School to provide additional support through access to external support such as counselling and nurture to ensure that the external factors do not affect the rate of attainment and progress of these children
D.	For PP children to attend above the national target of 90%	Support parental engagement and understanding of the need for regular attendance. Increase children's learning outcomes and emotional well-being in school.

5. Planned expenditure					
Academic year		2018/19			
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?
Improved learning outcomes for pupil currently in EYFS/KS1 class	<p>Additional staffing for the current EYFS/KS1 class enabling first teaching to be introduced and taught appropriately for PP pupils £634 in addition to SEN top up funding</p> <p>One to one differentiation in place in planning and in provision where appropriate to meet the specific needs of the identified PP pupils. £4211</p> <p>Staff training in first teaching by Educational psychologist to ensure that staff are confident in the use of specific strategies for meeting the specific learning needs of pupils, £200</p>	<p>Investing in ensuring that the provision for the pupil premium children with specific learning needs are addressed will ensure that the pupils receive appropriate support and learning opportunities .</p> <p>The use of PIVATS to assess in more detail SEND pupil progress will ensure that the progress of SEND is accurately monitored resulting in greater impact through precision teaching</p> <p>Training received on first teaching will impact not only PP pupils in EYFS but also SEND pupils across the school as staff will become confident in using this strategy to meet the needs of all SEND learners</p>	<p>Course – provision of training.</p> <p>Monitoring of pupil progress through SEND monitoring and pupil progress/taf meetings.</p> <p>Parental feedback and teacher feedback Pupil discussion.</p>	HT	May 2019

Reducing the impact of emotional and social barriers due to unsettled home lives.	Effective pastoral systems used well to identify where support is required and signpost teachers and parents to appropriate support which is then monitored and adapted to meet the ongoing needs of the children.	Working alongside the school nurse to ensure counselling and play therapy are in place will ensure pupils can discuss/share worries and problems without feeling any pressure/judgements, which will aid self esteem and academic progress.	In regular contact with school nurse. Parental feedback. Pupil discussion. External professional support	HT	Apr 2019
Access to enrichment activities	The activities were chosen to appeal to the interests of the PP children.	To allow pupils to be able to take part in a range of accessible activities which would not be available out of school. To increase self confidence and build relationships with peers and staff.	Consult parents regarding the best time/day for the club to take place. Pupil discussion about the activities to be chosen and their interests.	Ht Class teacher	Half termly
To improve attendance	Engaging parents to understand the importance of children attending everyday and on time	Attendance is a key factor in children's attainment and feeling valued as part of our school community.	Careful monitoring of daily attendance, early intervention through communication with all parties responsible. Support to address the barriers identified regarding non-attendance.	HT Bursar	Daily
Total budgeted cost					£5045

ii. Targeted support					
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?
A. Improved ability to access the curriculum.	1-2-1 support and small group provision of Time to Talk , Jolly Phonics, Precision Teaching, Visual Timetable. £689 in addition to SEN top up funding	Recommended by the Specialist Teacher and Educational Psychologist to address the pupil's specific learning difficulties and therefore enable them to access the curriculum.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Discuss progress and implementation with lead professionals , ensuring progress and development is maintained	Class teacher	Jun 2019
B. Improve self-esteem and confidence	Encouragement to attend After School Clubs. Counselling offered through school nurse. 1-2-1 in targeted curriculum areas. Positive can do attitude reinforced. (Already costed in quality teaching for all.)	Actions taken following pupil and parent discussions during the ongoing IEP process. Lead professional recommended course of action due to unsettled homelife	TAF meeting and triangulated approach with other lead professionals and parents.	SENCO	Jun 2019
C. Improved progress for high attaining pupils	Daily small group sessions in maths and reading for high-attaining pupils with experienced teacher. £5500	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Impact overseen by maths and english co-ordinators. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator Class Teacher	Jun 2019
Total budgeted cost					£6189
iii. Other approaches					
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

					implement ation?
D. Increased attendance rates	Monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. Working closely with Lancs Attendance team on strategies to attendance issues.	Thorough briefing of Attendance Team about existing absence issues. HT and bursar will collaborate to ensure new provision and standard school processes work smoothly together.	HT	Jun 2019
Total budgeted cost					£0.00

6. Review of expenditure 2017/2018					
Previous Academic Year		£1320 1 pupil			
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	
Improve attainment cross-circular	Training from Teaching and Learning Consultant re the creation of a 2 yearly revolving programme for KS1 and a 3 yearly programme for KS2.	In place since September 2017 – yes the topics meet the individual needs and interests of all our pupils, therefore increasing the attainment and aspirations of all our pupils, not just the PP pupils in school. We measured the impact on attainment for all children.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£11.82 per pupil £591 for the day's consultation	
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	

Small group intervention to maintain more able attainment for PP children.	Small group tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English and maths test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£5500.
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iii. Other approaches N/A				
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

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