**St. Mary’s R C Primary School**

**Pupil Premium Strategy Statement 2019-2020**

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| **Summary Information for PP Funding April 2019** | | | | | |
| **School** | St. Mary’s R C Primary School | | | | |
| **Academic Year** | 2019 - 2020 | **Total budget** | £35900 | **Date of Review and Approval** | October 2019 |
| **Total number of pupils in school** |  | **Number of pupils eligible for PP inc. LAC** | 25 ch April – July  22 ch Sept - April | **Date for internal review for this funding** | September 2020 |

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| **Current Attainment at the end of Key Stage 2**  **(Impact on expenditure from 2018-19)** | | | | |
|  | *Pupils eligible for Pupil Premium at school* | *Pupils not eligible for Pupil Premium at school* | *All Pupils*  *(Rounded)* | *Difference between PP and non PP attainment* |
| **Number of pupils** | 6 | 23 | 29 |  |
| **% achieving expected level in R,W,M** | 50% (3 out of 6) | 78% | 72% | -28% |
| **% achieving expected level in Reading** | 67% (4 out of 6) | 83% | 79% | -16% |
| **% achieving expected level in Writing** | 50% (3 out of 6) | 83% | 76% | -33% |
| **% achieving expected level in Maths** | 67% (4 out of 6) | 96% | 90% | -29% |
| **% achieving expected level in SPAG** | 50% (3 out of 6) | 91% | 83% | -41% |
| **% achieving Greater Depth in R,W,M** | 0% (0 out of 6) | 9% | 6% | -9% |
| **% achieving Greater Depth in Reading** | 0% (0 out of 6) | 39% | 31% | -39% |
| **% achieving Greater Depth in Writing** | 0% (0 out of 6) | 13% | 10% | -13% |
| **% achieving Greater Depth in Maths** | 17% (1 out of 6) | 48% | 38% | -48% |
| **% achieving Greater Depth in SPAG** | 0% (0 out of 6) | 57% | 45% | -57% |

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| **Barriers to attainment for Pupils eligible for PP Funding** | |
| In School Barriers | |
| A | The number of pupils with pupil premium attaining Expected at the end of Key Stage 2 is lower than average in all areas. |
| B | The highest difference in Pupils attaining with PP or without PP is SPAG at expected level, it has been observed that this is highly down to the difficulty spelling. |
| C | Increasing number of children entering school who are SEND and entitled to Pupil Premium. |
| External Barriers | |
| D | Limited life experiences and opportunities to engage in activities outside school for some PP pupils due to financial reasons or accessibility. |
| E | Increasing number of pupils needing emotional support and guidance. |

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| **Desired Outcomes** | |
| A | To reduce the gap between PP and non PP pupils at the expected level in all areas. |
| B | To improve spelling for children throughout school, both PP and non PP children and ensure the gap is reduced by measuring attainment. |
| C | Attainment for PP children who also require Sen Support will improve in line with non PP children. |
| D | All pupils to be given the same opportunities regardless of financial background. |
| E | Strong social and emotional support is provided dependent on specific need. |

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| **Planned Expenditure** | | | | | |
| **Academic Year** | **2019-2020** | | | | |
| **Desired Outcome** | **Chosen Action / Approach** | **Rationale for this choice** | **How we will ensure it is implemented well** | **Staff Lead** | **Budget Given** |
| To reduce the gap between PP and non PP pupils at the expected level in all areas. | Ensure teachers are able to identify any underperformance early and implement targeted support for identified pupils.  Interventions given also for PP children who are more able – improve the % of children achieving GD also. | Analysis of external and internal data shows that attainment of PP pupils is lower than that of non PP pupils in school. | Pupil Progress Meetings  MAAC Committee  Interventions monitored termly. | SLT  Class Teachers | TA Intervention time - £17846 |
| To improve spelling for children throughout school, both PP and non PP children and ensure the gap is reduced by measuring attainment. | Additional resources purchased for practising their spellings.  IPADs provided during lunch club to support anyone who hasn’t got access to these activities at home. | Analysis of external and internal data shows that attainment in spelling is lower than that of Grammatical skills, this is lower in PP pupils. | Pupil Progress Meetings  MAAC Committee  Interventions monitored termly. | SLT  Class Teachers | Spelling Game Purchased - £150  TA Intervention time as above. |
| Attainment for PP children who also require Sen Support will improve in line with non PP children. | Children clearly identified and specific interventions provided.  Work with outside agencies to improve provision. | Analysis of external and internal assessment data shows that pupils with SEND and PP are achieving less well than their counterparts. | Pupil Progress Meetings to have focus of vulnerable groups.  Clear identification of pupils as a vulnerable group.  MAAC Committee  Interventions monitored termly. | SLT  SENCo  Class Teachers  Outside Agencies | Access to a range of training courses - £215 |
| All pupils to be given the same opportunities regardless of financial background. | Cultural enrichment accessible as part of the curriculum for all children. | In order to ensure accessibility for all pupils, payment for those additional activities will be supported by the school for any pupil identified as requiring financial assistance. | Pupils vulnerable identified by class teachers and supported.  Discussion with parents of identified pupils to ensure they are aware of support available. | Class Teachers  SLT  Office | Residential – £450  Access to Milk – £280  Music Tuition – £840  Trips Contribution Paid - £330 |
| Strong social and emotional support is provided dependent on specific need. | Social and emotional support to be provided at all times of the school day for children. | Increased referrals to Early Help and requests from parents. | Providing children with the time they need to discuss worries and issues from both inside and outside of school at all times of the day. | SENCo  SLT | TA Lunchtime Provision – £2276  TAs rather than LO at lunch - £902.50  Training – £900  Family Worker (2 days per week) - £12048 |