**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 – July22 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 MeetingsMAAC Committee Interventions monitored termly. | SLTClass 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 MeetingsMAAC Committee Interventions monitored termly. | SLTClass Teachers | Spelling Game Purchased - £150TA 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. | SLTSENCoClass TeachersOutside 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 TeachersSLT Office | Residential – £450Access to Milk – £280Music Tuition – £840Trips 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.  | SENCoSLT | TA Lunchtime Provision – £2276TAs rather than LO at lunch - £902.50Training – £900Family Worker (2 days per week) - £12048 |