



*'Everything is possible for one who believes.'*

*Mark 9:23*

*Dream, believe, achieve*

## **Pupil Premium Improvement Plan**

# Pupil premium strategy statement



## 1. Summary information

<b>School</b>	St Mary's Primary Academy				
<b>Academic Year</b>	1019-2020	<b>Total PP budget</b>	£115,870	<b>Date of most recent PP Review</b>	December 2019
<b>Total number of pupils</b>	307	<b>Number of pupils eligible for PP</b>	83	<b>Date for next internal review of this strategy</b>	March 2020

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths KS 1</b>	25%	%
<b>% making progress in reading KS 1</b>	58%	%
<b>% making progress in writing KS 1</b>	25%	%
<b>% making progress in maths KS 1</b>	50%	%
<b>% achieving in reading, writing and maths KS 2</b>	31%	%
<b>% making progress in reading KS 2</b>	31%	%
<b>% making progress in writing KS 2</b>	54%	%
<b>% making progress in maths KS 2</b>	46%	%

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Quality First Teaching needs to be embedded across all subjects/year groups
<b>B.</b>	Speech, Language and Communication skills are low on entry and these impact upon all areas of learning.
<b>C.</b>	Reading outcomes are weakest in current yr 5 and 6
<b>D.</b>	Writing outcomes are weak (all year groups)
<b>E.</b>	Maths outcomes are weakest in current yr 5 and 6

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F.</b>	Pupil aspiration is lower in PP children than non-PP children. (Pupil voice September 2018)	
<b>G.</b>	Attendance	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All teaching will be consistently good in all classes	All pupils will make progress in all lessons Pupil engagement will good Mastery teaching will be observed in all lessons Effective questioning skills will be seen throughout lessons
<b>B.</b>	Pupils will develop their speech and conversation skills so that all children are at expected levels when they leave KS1.	Pupils will be observed using effective conversation skills in lessons. All pupils will have reached expected level of communication by the end of KS 1 (Chatterway intervention).
<b>C.</b>	Pupil progress in reading will increase <b>at least</b> in line with progress of non-PP pupils in years 5 and 6.	Pupils in all year groups will achieve in line with non-PP peers. Home reading will be in line with non-PP home reading. Phonics screening will be achieved in line with non-PP pupils. Reading data in KS 1 and 2 will match non-PP results.
<b>D.</b>	Writing outcomes of all PP pupils will improve.	Attainment of PP pupils writing in all year groups will be within 10% of non-PP outcomes in writing
<b>E.</b>	Pupil progress in maths will increase <b>at least</b> in line with progress of non-PP pupils in years 5 and 6.	Pupils in all year groups will achieve in line with non-PP peers. PP pupils in year 5 and 6 will be using Times Table Rock stars in line with non-PP pupils.
<b>F.</b>	Pupil aspiration will be increased by widening horizons and providing enrichment opportunities through a varied curriculum. (measured by pupil voice).	Pupil voice shows an increase in aspiration from baseline (October 2019). Increase in number of PP attending clubs and extra-curricular activities throughout the year.
<b>G.</b>	Attendance will be equal (or exceed) non-PP pupils and will be inline (or greater than) national expectations. Weekly attendance figures show improvement in PP attendance.	Reduction in the number of persistent absentees among pupils eligible for PP by targeting by Family Support worker/attendance officer, with attendance contracts and regular monitoring. Overall PP attendance improves to be in line with non-PP pupils. Decline in number of 'lates' in PP pupils.

## 5. Planned expenditure

Academic year

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?
A, B, C, D, E Additional adults will impact upon all outcomes, by there being another person for pupils to respond and interact with.	Additional support staff so that each class has a teacher and a teaching assistant.	Two adults in class will half pupil ratios and therefore increase feedback, 1:1 targeted approaches, more small group work.  The EEF toolkit suggests that feedback (+8 mths) has high impact of raising attainment and small group tuition (+4 mths) has high impact on raising attainment.	Monitoring of teaching and learning throughout the year/classroom observations.	SLT	
B: Speech and communication	Introduction of Speech and Language approach:  Chatterway	The EEF toolkit suggests that Early Years Interventions (+5 mths) has high impact of raising attainment.	EYFS monitored to ensure speaking and listening levels improve Classroom observations of sessions.	SLT	
C: Reading	Introduction of reading approach:  Switched on!  Additional 1:1 reading for pupils	Strategies and information given for 1:1 training will have impact on classroom practice.  The EEF toolkit suggests that reading comprehension (+6 mths) has high impact of raising attainment.	Monitoring of reading progress from classes: comparison between PP and non-PP. Progress tracked for PP through the year.	Reading lead  PP lead	
D. Writing	15 day Challenges for targeted support (from Literacy unit overviews: target cards always available for pupils who are below expectation/greater depth)	Gaps in learning are established with specific targeted teaching planned.  The EEF toolkit suggests individualised instruction (+3 mths) has moderate impact on raising attainment.	Regular monitoring of pupil outcomes and pupil knowledge of challenges to ensure these are developed across all curriculum areas (all opportunities for learning).	PP lead	

E. Maths	Introduction of Times Table Rock stars to increase mental maths skills  1:1 and small group work	Pupil engagement will be increased. Mastery will be reached with mental skills.  The EEF toolkit suggests that small group tuition (+4 mths) has high impact and digital technology has moderate impact (+4mths) on raising attainment.	Monitoring of outcomes and teaching  Scores of PP pupils compared to non-PP pupils.	SLT	
F, G: Attendance, Aspiration	Introduction of PSHE approach: Mind up!  Development of values and whole school ethos/vision.  Development of a community of learners, which each person is part of.	The EEF toolkit suggests that metacognition and self-regulation (+7 mths) and collaborative learning (+5 mths) has high impact of raising attainment.  The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.	Classroom observations of sessions.  Behaviour logs – reduction in red cards/increase in attendance at half termly reward events.  Less incidences of exclusions.  Less evidence of lunchtime 'events' – pupils are more engaged during less structured times.  Behaviour recognised as strengths during monitoring visits.	SLT	
<b>Total budgeted cost</b>					£47,172
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C: Reading	RWI  Switched on! Target children	The EEF Toolkit suggests that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Tracking of pupils using the programme.  Observation of sessions and feedback given.  Tracking and target work for RWI pupils	PP Lead  RWI lead	

B: Speech and communication	HLTA Speech, Language and Communication support for identified pupils	“Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.” (EEF toolkit)	Session observations and feedback to staff.  Increased confidence with pupils seen in classes (observed during monitoring)	SLT	
A, B, D: Reading, Speech, Aspiration	Easter school Booster classes	The EEF Toolkit suggests that ‘summer schools’ have some impact, but added to the impact for other strategies mentioned (1:1 tutoring, metacognition, small group, etc), this has been beneficial in raising self-esteem.	Senior teachers involved in sessions.  Tracking of outcomes.	SLT	
<b>Total budgeted cost</b>					£27,347
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C, D: Increase aspiration and engagement	FSW to support families with engagement, EHA, signposting, Child protection, etc	EEF Toolkit suggests moderate impact (+3 mths) from parental engagement.	Fortnightly meetings to monitor improvements.  Involvement of SLT/SENDCo with challenging cases.	FSW	
C. Increase attendance rates	FSW/Attendance officer to provide weekly reports on pupil attendance – reviewed weekly/termly  ‘Late Gates’ to reduce persistent lateness across all children.	Attendance will directly impact upon learning.	HT monitoring of attendance	HT	
C, D: Increase aspiration and engagement	Learning mentor: small groups and 1:1 interventions	Until children’s self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated ‘Social & Emotional Learning’ as moderate impact (+4 months).	Impact/progress monitored and reviewed using baseline and exit data for interventions.	PP lead	

<b>Total budgeted cost</b>					£18,431

<b>6. Review of expenditure</b>				
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<b>Previous Academic Year</b>				
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<b>i. Quality of teaching for all</b>				
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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

<b>ii. Targeted support</b>				
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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

<b>iii. Other approaches</b>				
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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

<b>7. Additional detail</b>				
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<ul style="list-style-type: none"> <li>• Pupil Personal budgets of £200 per year. All one-day school trips and residential trips will be funded through PP funding for 2019-2020. Total budget spend is £16600</li> <li>• Pupil Premium lead £6320</li> </ul> <p>£22,920</p>				
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