

Pupil Premium Strategy Statement St Mary's Primary Academy

1. Summary information					
School	St Mary's Primary Academy				
Academic Year	2018 - 19	Total PP budget	£141,587	Date of most recent PP Review	December 2018
Total number of pupils	317	Number of pupils eligible for PP	26% (84 pupils)	Date for next internal review of this strategy	April 2019

2. Current attainment at Key Stage 2	<i>Pupils eligible for PP</i>	<i>National averages for all</i>
	<i>St Mary's</i>	<i>National</i>
% achieving in reading, writing and maths	44%	64%
% achieving in reading	67%	75%
% achieving in writing	50%	78%
% achieving in maths	67%	76%
Current attainment at Key Stage 1	<i>Pupils eligible for PP</i>	<i>National averages for all</i>
	<i>St Mary's</i>	<i>National</i>
% achieving in reading	50%	75%
% achieving in writing	36%	70%
% achieving in maths	65%	76%

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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	Attainment in reading, writing and maths skills in Key Stage 1 and 2 is well below national.	
B	Speaking and listening skills are underdeveloped for some PP pupils	
C	Phonic reading skills are low for some children eligible for PP. This has had an effect on their ability to pass the Phonic Screening Check at the end of Y1.	
D	A significant higher percentage of PP children have SEND additional needs.	
E	A significant percentage of pupils eligible for PP funding require a high level of additional pastoral support in order to access learning.	
External barriers		
F	Children in receipt of PP funding have lower attendance rates than other pupils.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding.</p> <ul style="list-style-type: none"> • Specific focus groups of children who are underachieving in reading, writing and maths identified in termly pupil progress meetings in all year groups. • SLT to ensure that targeted support is in place for these children and monitored with rigour at least termly. • Class teachers to meet with PP leader to assess impact of identified interventions. • Data including PIRA, PUMA and teacher assessment will measure impact. 	<ul style="list-style-type: none"> • Clear groups of identified children who are underachieving in reading, writing and maths in each class • Clear allocation of additional resources including identified adult support for specific pupils • Tracking of the impact of additional resources and adult support for PP children • Accelerated progress recorded at each assessment point for PP children • Pupil premium discussions – teachers can show evidence of progress in books and through targeted actions planned with PP pupils
B.	<p>Children in receipt of pp funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills</p> <ul style="list-style-type: none"> • SALT assessments for identified PP children • SALT interventions for identified pupils with specialised TA support 	<ul style="list-style-type: none"> • Data demonstrates impact of SALT interventions for PP children at least in line with non-PP children. • Evidence of the involvement, support and targeting of external agencies for those children identified as requiring additional support

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	<ul style="list-style-type: none"> • Pupil voice • School provision map will measure the impact of the intervention 	
C.	<p>Increase the phonic reading skills for Foundation Stage and Key Stage 1 pupils in receipt of PP funding</p> <ul style="list-style-type: none"> • Termly phonics assessments • RWI assessments termly • Phonics intervention groups for identified children 	<ul style="list-style-type: none"> • PP children's phonics checks scores increase termly • RWI assessments demonstrate pupil progress termly • Intervention data demonstrates accelerated progress
D.	<p>PP children with additional SEND needs identified and supported both by school and external agencies in order that they make good progress.</p> <ul style="list-style-type: none"> • Class teacher referrals • Termly pupil progress meetings • SEND assessments • PIRA and PUMA data • Staff trained on identified intervention strategies 	<ul style="list-style-type: none"> • Evidence that 'gaps' and needs in SEND PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. • SEND interventions tracked to monitor progress • External agencies commissioned to support school identification and intervention approach • PP SEND pupils make accelerated progress to close the gap with peers • Evidence that all children have access to quality teaching which supported external specialists training.
E.	<p>Characteristics of many children in receipt of PP funding indicate a high level of emotional, social and pastoral care is required as these children demonstrate significantly higher incidence of issues relating to low self-esteem, anger management, poor self-regulation skills and friendship issues.</p> <ul style="list-style-type: none"> • Boxalls • Strength and difficulties questionnaires • Pupil voice • Attendance data 	<ul style="list-style-type: none"> • Evidence of identification through the referral pastoral system • Identified 1:1 or group work interventions run for 6 week blocks • Impact of interventions measures through SDQ, Boxalls and pupil voice • Early help and Child in Need supporting positive outcomes for families • Looked after children will be targeted as identified through PEP and LAC process
F.	<p>Attendance for children in receipt of funding will improve to a level in line with other children.</p> <ul style="list-style-type: none"> • Measured through attendance data 	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for PP to 10% or below by targeting by Family Support worker, attendance contracts and regular monitoring. • Overall PP attendance improves to be in line with 'other' pupils • Evidence of attendance being targeted through Early Help • Evidence of PP children attending breakfast and extra-curricular clubs

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5. Planned expenditure					
Academic year	2018 - 2019				
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. Accelerated progress in reading, writing and maths for identified groups of children who are in receipt of PP funding	<ul style="list-style-type: none"> Commissioned maths specialist Commissioned English specialist Whole school VIPERS Whole school focus on concrete maths approach Use of PIRA and PUMA data SLT analysis of pupil premium PIRA and PUMA data English and maths leaders to provide CPD and support for all staff Reading and maths interventions provided by 	<p>Evidence indicates that improving the quality first teaching through high quality CPD will improve the outcomes for PP pupils.</p> <p>'on average, mastery learning approaches are effective leading to an additional five months progress over the course of a school year compared to traditional approaches.'(EEF)</p> <p>PIRA (reading) & PUMA (maths) tests provide standardised scores and test analysis tools. Used in conjunction with teacher assessment a clear measured picture of the child's abilities and areas for development can be assessed. Information is then used to support TAs and teachers in specific intervention strategies.</p>	<ul style="list-style-type: none"> School action plan to identify how CPD will be implemented and monitored for impact across school. PP leader to create PP plan and share with SLT termly. Moderation of children's work with SLT and class teachers. Termly book reviews by SLT. Termly pupil progress meetings with SLT to review progress and identify gaps in learning 	<p>Headteacher</p> <p>PP leader</p> <p>Senior leadership team</p>	<p>December 2018</p> <p>March 2019</p> <p>June 2019</p>

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	teaching assistants				
C. Increase phonic reading skills in FS and KS1	<ul style="list-style-type: none"> Review the quality of T&L in phonics including the resources used. Review termly assessment procedures for phonics. Intervention targeted to identified needs. Weekly 1:1 reading for all PP pupils, focussing on identified gaps in skills and learning. 	<p>We have a historic downward trend in the outcomes from the PSC. Analysis from the previous two years show that PP children are not passing the screening check in Y1, but go on to pass it in Y2.</p> <p>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.</p>	<ul style="list-style-type: none"> Daily teaching of phonics Phonics lead to observe phonics T&L and advice on improvements. Evaluate phonics outcomes termly. RWI leader to ensure pupils have appropriate targeted provision in addition to HQFT in small phonics groups. 	RWI leader	December 2018, March 2019, July 2019
D. PP children with additional SEND needs make good progress through clear, timely identification of needs and are supported by school and external agencies to make good progress.	<ul style="list-style-type: none"> SEND referrals SEND identification assessments carried out Termly SEND pupil progress meetings External agencies commissioned to support identification and advises on SEND needs 	<p>Evidence shows that early identification of SEND needs ensure children make better progress across primary school.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home. Some pupils need targeted support to catch up.</p>	<ul style="list-style-type: none"> SEND register reviewed termly SEND provision map reviewed termly SEND pupil progress data reviewed termly 		December 2018, March 2019, July 2019
Total budgeted cost					£48,450

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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. Accelerate progress in reading, writing and maths for identified groups of children who are in receipt of PP funding	<p>Booster groups in reading for Year 6</p> <p>Third space maths 1:1 tutoring</p> <p>Booster maths groups in Year 2 for PP children.</p> <p>1:1 reading for identified PP children in Year 2</p>	The EEF Toolkit suggests 1:1 tuition / mentoring is an effective strategy to improve attainment.	Assessment data showing improvement.	Year 6 and Year 2 staff	December 2018, March 2019, July 2019
B. Children in receipt of PP funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills, through the use of specialised support and commissioned, external agencies.	<p>SALT assessments for identified PP children</p> <p>SALT interventions for identified pupils with specialised TA support</p> <p>Commissioned external agencies for identified pupils</p>	<p>“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)</p> <p>This will ensure early identification of those children whose speech and language skills are underdeveloped. Evidence from prior years indicates that a targeted approach to improving outcomes for those children will have a long-term effect on children's ability to access reading and writing as they progress through the school.</p>	<p>Trained speech and language staff member to assess identified or referred children.</p> <p>Children with identified needs will be targeted either through group of 1:1 interventions or referrals to Speech and Language service</p> <p>Impact will be monitored through termly tracking</p> <p>PP Governor monitoring</p>	SENDCO lead	December 2018 March 2019 June 2019

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		Evidence sourced from Sutton Trust fully supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.			
C. Increase phonic reading skills in FS and KS1	Implement weekly 1:1 or small group work sessions depending on need linked to writing.	This programme has proven results when taught frequently. It is quick, with good visual and auditory prompts.	Monitor the quality and frequency of the sessions being taught. Termly phonic intervention assessments.	RWI Leader SEND leader	December 2018, March 2019, July 2019
D. Improve intervention programmes provided for PP children with SEND	Review intervention programme due to resources available. Implement weekly 1:1 or small group work sessions depending on need. 20 Day Challenges for all PP children targeting barriers to progress in Reading Writing and Maths.	The EEF Toolkit suggests 1:1 tuition / mentoring is an effective strategy to improve attainment. Close liaison with the SEND Lead, children with PP and SEND will receive the correct timely intervention for their need. Recommendation from external PP review as an effective way to improve outcomes for PP children, through positive discrimination. EEF toolkit suggests that mentoring has moderate impact.	Termly pupil progress meetings with SEND Lead and class teachers to discuss need. Support staff deployed to meet the needs of the learners. Monitor frequency of sessions being taught. Termly monitoring of plans, outcomes, pupil voice to ensure a continued level of improvement over time.	SEND Leader	December 2018, March 2019, July 2019
E. Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions,	1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.	The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact	CPD sourced and attended by staff. Support materials reviewed termly. Fortnightly pastoral team meetings with SLT.	SEND Lead Learning mentor	December 2018, March 2019, July 2019

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<p>Early Help and Child in Need. Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<p>Small group interventions for focused projects/issues with Learning Mentor Meet and greets for identified PP children</p>		<p>Termly SEND/PP pupil progress meetings</p> <p>Regular safeguarding training and reviews for Designated Safeguarding Officers</p> <p>Working with the SEND leader, specific sessions will be timetabled to support individual needs.</p>		
Total budgeted cost					£56,587

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 implementation?
<p>E. Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help and Child in Need.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will</p>	<p>Learning Mentor and Family Support workers employed</p> <p>Identified training and support put in place for FSW and LM, where identified (eg. attachment disorder/ protective behaviours)</p> <p>Increased support for families through Early Help</p> <p>Family Support through Early Help assessments</p>	<p>External factors need to be addressed to ensure 'Readiness for Learning' Factors include finance, housing, deprivation, high mobility, migration, safeguarding or attendance.</p> <p>Due to the expense of outside agencies, we have chosen to develop a pastoral team of a Learning Mentor, Family Support Worker and some Pastoral support staff. Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those</p>	<p>CPD sourced and attended by staff.</p> <p>Support materials reviewed termly.</p> <p>Fortnightly pastoral team meetings with SLT.</p> <p>SEND/PP pupil progress meetings</p> <p>Regular safeguarding training and reviews for Designated Safeguarding Officers</p> <p>Working with the SEND leader, specific sessions will be</p>	<p>Inclusion Leader</p> <p>Learning Mentor</p> <p>Family Support Worker</p>	<p>December 2018, March 2019, July 2019</p>

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have access to the appropriate resources.		diagnosed or at risk of emotional or behavioural disorders have impact.	timetabled to support individual needs.		
E. PP children to improve levels of attendance and punctuality.	<p>Regular monitoring of families causing concern</p> <p>Rigorous systems implemented</p> <p>Breakfast and After School Club by invitation for PP pupils</p> <p>Extra-curricular clubs and music lessons subsidised</p> <p>Subsidised residential and school trips</p>	<p>Low attendance shown to impact negatively on academic progress</p> <p>Extra-curricular opportunities promote the well-being in children and provide opportunities to develop positive relationships with staff and school.</p> <p>Breakfast and after school clubs increase attendance and readiness for learning.</p>	<p>5 weekly attendance monitoring meetings with SLT</p> <p>Attendance reports</p> <p>Early Help and CIN meetings</p> <p>Termly feedback to governors</p> <p>Extra-curricular clubs and opportunities tracking</p> <p>Breakfast and after school tracking</p> <p>Pupil voice</p> <p>Governor termly monitoring</p>	<p>Family Support Worker</p> <p>PP leader</p>	<p>Monthly</p>
Total budgeted cost					£19,750

6. Additional detail	
<ul style="list-style-type: none"> Pupil Personal budgets of £200 per year. All one-day school trips and residential trips will be funded through PP funding for 2018 - 2019. Total budget spend is £16,800. 	
Total budgeted cost	£141,587

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Disadvantaged Pupil baselines and July outcomes 2018-19

	Yr	No:	(%)							
			Reading		Writing		Maths		RWM Combined	
			Exp +	HS	Exp +	GD	Exp +	HS	Exp +	HS / GD
Sept Baseline 98+ / 116+	1	10	50% 5/10	0%	50% 5/10	0%	50% 5/10	0%	50% 5/10	0%
July 19	1	10	7/10 70%	2/10 20%	4/10 40%	0	6/10 60%	2/10 20%	4/10 40%	0
Sept Baseline 98+ / 116+	2	11	18.2% 2/11	0%	27.3% 3/11	0%	45.5% 5/11	18.1% 2/11	18.2% 2/11	0%
July 19	2	12	7/12 58%	1/12 8%	3/12 25%	0	6/12 50%	3/12 25%	3/12 25%	0
Sept Baseline 98+ / 116+	3	16	50% 8/16	0%	31.3% 5/16	0%	62.5% 10/16	6.3% 1/16	31.5% 5/16	0%
July 19	3	18	11/18 61.11%	3/18 16.67%	5/18 27.78%	1/18 5.56%	15/18 83.33%	4/18 22.22%	5/18 27.78%	1/18 5.56%
Sept Baseline 98+ / 116+	4	8	25% 2/8	0%	12.5% 1/8	0%	12.5% 1/8	0%	12.5% 1/8	0%
July 19	4	8	2/8 25.0%	0	3/8 37.5%	0	3/8 37.5%	0	1/8 12.5%	0
Sept Baseline 98+ / 116+	5	18	27.8% 5/18	5.5% 1/18	38.9% 7/18	16.7% 3/18	50% 9/18	16.7% 3/18	22.2% 4/18	5.5% 1/18
July 19	5	18	9/18 50.0%	0	6/18 33.33%	0	7/18 38.89%	2/18 11.11%	5/18 27.78%	0
Sept Baseline 98+ / 116+	6	12	58.3% 7/12	8.3% 1/12	41.7% 5/12	0%	50% 6/12	0%	33.3% 4/12	0%
July 19		13	4/13 31%	0	7/13 54%	0	6/13 46%	1/13 8%	4/13 31%	0

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7. Review of expenditure 2018-19				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated Impact Did you meet the success criteria?	Lesson learned	Cost
A. Accelerated progress in reading, writing and maths for identified groups of children who are in receipt of PP funding	<ul style="list-style-type: none"> Commissioned maths specialist Commissioned English specialist Whole school VIPERS Whole school focus on concrete maths approach Use of PIRA and PUMA data SLT analysis of pupil premium PIRA and PUMA data English and maths leaders to provide CPD and support for all staff Reading and maths interventions provided by teaching assistants 	<p>Progress for PP pupils in reading improved in Year 1,2,3, and 5 at expected levels of attainment closing the gaps with their peers.</p> <p>Progress for PP pupils in maths improved in Year 1,2, 3, and 4.</p>	<p>CPD this year will focus on how teachers can use additional assessment data to inform and provide for the academic needs of pupil premium children. In addition, teachers will introduce targeted activities through quality first teaching specifically for pupil premium children – this will be monitored and the impact measured through pupil voice, pupil premium focussed book monitoring and learning walks which will continue.</p> <p>Tighten focus in 2019 20 on different groups of disadvantaged pupils – PP/GDS, PP/EXP and PP/SEND to better meet need</p>	

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<p>C. Increase phonic reading skills in FS and KS1</p>	<ul style="list-style-type: none"> • Review the quality of T&L in phonics including the resources used. • Review termly assessment • procedures for phonics. • Intervention targeted to identified needs. • Weekly 1:1 reading for all PP pupils, focussing on identified gaps in skills and learning. 	<p>Year 1 phonics outcomes for PP pupils improved from 50% in 2018 to 70% in 2019.</p>	<p>Focused phonic screening assessments ensured that phonics data was utilised more rigorously to target individual pupil interventions.</p> <p>Phonics leader's rigorous monitoring and evaluation of phonics teaching and learning resulted in sharply focused phonics masterclasses to improve the quality of provision for pupils.</p> <p>Continue with staff phonics CPD through the regular delivery of phonics master classes.</p> <p>Ensure the sharply focused monitoring and evaluation is continued throughout this year to address any areas of improvement in provision promptly.</p>	
<p>D. PP children with additional SEND needs make good progress through clear, timely identification of needs and are supported by school and external agencies to make good progress.</p>	<ul style="list-style-type: none"> • SEND referrals • SEND identification assessments carried out • Termly SEND pupil progress meetings • External agencies commissioned to support identification and advises on SEND needs 	<p>Limited SEND PP pupil progress.</p>	<p>Revised SEND ISPs targets will match identified area of need to ensure gaps in learning are addressed.</p> <p>Ensure interventions are carried out in line with ISP targets.</p> <p>Continue use commissioned services to deliver and support school staff expertise.</p> <p>To utilise Hodder data to track SEND progress.</p>	

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<p>E. Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help and Child in Need. Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<p>1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</p> <p>Small group interventions for focused projects/issues with Learning Mentor Meet and greets for identified PP children</p>	<p>Learning Mentor provided transition support to all Year 6 disadvantaged pupils.</p> <p>A high proportion of disadvantaged pupils were supported in year by either 1:1 Learning Mentor support, small group support or provided support for the family via Early Help process</p> <p>39% of PP pupils have been through a range of programmes and work by the Learning mentor.</p> <p>Specific programmes show pupils with barriers to learning supported appropriately.</p> <p>64% of PP pupils parents have accessed the services of the family support worker.</p>	<p>Continue to develop this approach with early intervention for EYFS PP pupils.</p> <p>Ensure that any Learning Mentor support is provided in 6 weeks blocks – with clear baseline and review.</p> <p>Early identification of PP pupils through well-being scores in EYFS to target support.</p> <p>Targetted learning mentor support for identified PP pupils.</p> <p>Develop a range of focused parent workshops to support parenting skills.</p>	
Total budgeted cost				£48,450
ii. Targeted support				
<p>A. Accelerate progress in reading, writing and maths for identified groups of children who are in receipt of PP funding</p>	<p>Booster groups in reading for Year 6</p> <p>Third space maths 1:1 tutoring</p> <p>Booster maths groups in Year 2 for PP children.</p>	<p>Progress for PP pupils in reading improved in Year 1,2,3,5 and 6 at expected levels of attainment closing the gaps with their peers.</p> <p>Progress for PP pupils in maths improved in Year 1,2, 3, 4, and 5.</p>	<p>CPD this year will focus on how teachers can use additional assessment data to inform and provide for the academic needs of pupil premium children. In addition, teachers will introduce targeted activities through quality first teaching specifically for pupil premium children – this will be monitored and the impact</p>	

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	1:1 reading for identified PP children in Year 2		<p>measured through pupil voice, pupil premium focussed book monitoring and learning walks, which will continue.</p> <p>Tighten focus in 2019 20 on different groups of disadvantaged pupils – PP/GDS, PP/EXP and PP/SEND to better meet need</p>	
B. Children in receipt of PP funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills, through the use of specialised support and commissioned, external agencies.	<p>SALT assessments for identified PP children</p> <p>SALT interventions for identified pupils with specialised TA support</p> <p>Commissioned external agencies for identified pupils</p>	Limited progress for PP pupil in receipt of SALT interventions	<p>Due to staff absences and staff leaving SALT interventions were not continuous throughout the year.</p> <p>School CPD on Chatteraway SALT programme to ensure a number of TAs and teaching staff trained to ensure there is more capacity within school to deliver SALT programmes.</p> <p>Early intervention of SALT programmes in EYFS and Year 1 to be introduced 2019-2020.</p>	
C. Increase phonic reading skills in FS and KS1	<ul style="list-style-type: none"> • Review the quality of T&L in phonics including the resources used. • Review termly assessment • procedures for phonics. • Intervention targeted to identified needs. • Weekly 1:1 reading for all PP pupils, focussing on identified gaps 	Year 1 phonics outcomes for PP pupils improved from 50% in 2018 to 70% in 2019.	<p>Focused phonic screening assessments ensured that phonics data was utilised more rigorously to target individual pupil interventions.</p> <p>Phonics leader's rigorous monitoring and evaluation of phonics teaching and learning resulted in sharply focused phonics masterclasses to improve the quality of provision for pupils.</p> <p>Continue with staff phonics CPD through the regular delivery of phonics master classes.</p> <p>Ensure the sharply focused monitoring and evaluation continues throughout this year to address any areas of improvement in provision promptly.</p>	C. Increase phonic reading skills in FS and KS1

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	in skills and learning.			
D. Improve intervention programmes provided for PP children with SEND	<p>Review intervention programme due to resources available.</p> <p>Implement weekly 1:1 or small group work sessions depending on need.</p> <p>20 Day Challenges for all PP children targeting barriers to progress in Reading Writing and Maths.</p>	Limited SEND PP pupil progress.	<p>Revised SEND ISPs targets will match identified area of need to ensure gaps in learning are addressed.</p> <p>Ensure interventions carried out in line with ISP targets.</p> <p>Continue use commissioned services to deliver and support school staff expertise.</p> <p>To utilise Hodder data to track SEND progress.</p>	
E. Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help and Child in Need. Looked After Children will have their pastoral needs identified through the PEP process and will have access to the	<p>1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</p> <p>Small group interventions for focused projects/issues with Learning Mentor</p> <p>Meet and greets for identified PP children</p>	<p>Learning Mentor provided transition support to all Year 6 disadvantaged pupils.</p> <p>A high proportion of disadvantaged pupils were supported in year by either 1:1 Learning Mentor support, small group support or provided support for the family via Early Help process</p> <p>Specific programmes show pupils with barriers to learning supported appropriately.</p>	<p>Continue to develop this approach with early intervention for EYFS PP pupils.</p> <p>Ensure that any Learning Mentor support is provided in 6 weeks blocks – with clear baseline and review.</p> <p>Develop a range of focused parent workshops to support parenting skills.</p>	

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appropriate resources.				
Total budgeted cost				£56,587
iii. Other approaches				
<p>E. Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help and Child in Need.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<p>1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</p> <p>Small group interventions for focused projects/issues with Learning Mentor</p> <p>Meet and greets for identified PP children</p>	<p>Learning Mentor provided transition support to all Year 6 disadvantaged pupils.</p> <p>A high proportion of disadvantaged pupils were supported in year by either 1:1 Learning Mentor support, small group support or provided support for the family via Early Help process</p> <p>Specific programmes show pupils with barriers to learning supported appropriately.</p>	<p>Continue to develop this approach with early intervention for EYFS PP pupils.</p> <p>Ensure that any Learning Mentor support is provided in 6 weeks blocks – with clear baseline and review.</p> <p>Develop a range of focused parent workshops to support parenting skills.</p>	
<p>E. PP children to improve levels of attendance and punctuality.</p>	<p>Regular monitoring of families causing concern</p> <p>Rigorous systems implemented</p>	<p>Daily/weekly monitoring of attendance takes place and where required, meetings held with parents to offer support and improve attendance and punctuality.</p>	<p>Maintain existing approach and use opportunities outlined above to engage learners where attendance is a concern.</p>	

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	<p>Breakfast and After School Club by invitation for PP pupils</p> <p>Extra-curricular clubs and music lessons subsidised</p> <p>Subsidised residential and school trips</p>	<p>Weekly class and individual attendance rewards are well received by pupils.</p>		
Total budgeted cost				£19,750

8. Additional detail	
<ul style="list-style-type: none"> • Pupil Personal budgets of £200 per year. All one-day school trips and residential trips will be funded through PP funding for 2018 - 2019. Total budget spend is £16,800. • 42% PP pupils accessed school extra-curricular clubs • 22% PP pupils utilised this funding for school uniform • 28% PP pupils utilised funding to support trip costs • 2% PP pupils for music lessons 	
Total budgeted cost	
£141,587	