**St. Mary’s Axminster Pupil premium strategy statement 2018 – 19**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

**Principles**

* To ensure that teaching and learning opportunities meet the needs of all pupils.
* To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
* Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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| 1. **Summary information**
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| **Academic Year** | **2018-19** | **Total PP budget**  | **£40,920** | **Date of most recent PP Review (external /internal )**  | Nov 2017/ July 2018  |
| **Total number of pupils** | 130 | **Number of pupils eligible for PP** | **21** | **Date for next internal review of this strategy** | Dec 2018  |

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| **FSM** | **Ever6** | **Pupil Premium Plus** **(Adoption Premium)** | **Services** |
| 21 |  | 3  | 0 |

**Pupils Academic 2018 – 19 (Percentages are for each cohort and the totals across the school)**

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 3 | 20%  | 0 | 0 |  |
| Year 5 | 3 | 25% | 0 | 0 |  |
| Year 4 | 6 | 31% | 0 | 0 |  |
| Year 3 | 5 | 25% | 0 | 0 |  |
| Year 2 | 2 | 10% | 0 | 0 |  |
| Year 1 | 2 | 10% | 0 | 0 |  |
| Reception | 0 | 0 | 0 | 0 |  |
| Total | **21** | **16%** | **0** | **0** | **2.3** |

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| 1. **Current achievement**
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| **End of KS1 & 2 Attainment for: 2016-2017**  **2017 – 18**  | *Pupils eligible for PP* *2016-17 2017-2018* | *Pupils not eligible for PP*  |
| *School* | *National* |
| % achieving expected or above in reading, writing maths KS2 | **25**  | **33** | **47**  | **75** | **61**  | **64** |
| % achieving expected standard or above in reading KS2 | **75**  | **83** | **71**  | **93** | **71**  | **75** |
| % achieving expected standard or above in writing KS2 | **50**  | **66** | **59**  | **87.5** | **76**  | **76** |
| % achieving expected standard or above in maths KS2 | **25**  | **50** | **47**  | **81** | **74**  | **78** |
| % achieving expected standard or above in reading at KS1 | **25**  | **60** | **72**  | **80** |  | **76** |
| % achieving expected standard or above in writing at KS1 | **25**  | **60** | **72**  | **75** |  | **68** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Learning resilience |
|  | Social and emotional resilience  |
| **External barriers** (issues which also require action outside school, such as low attendance rates) |
|  | Attendance  |
|  | Effective multi-agency working to develop joined up approach for families  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | All Pupil Premium children make expected or better progress in reading, writing and maths, from their individual starting point.  | * Increased attainment in Reading, Writing and Maths in all year groups (Assessment Data)
* Increased confidence and understanding of own challenges and successes(discussion).
* Attainment gap between PP and non PP pupils will be further reduced for end of KS1 and KS2 assessment/ testing.
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| **B.** | End of KS assessments in reading and writing for PP children shows improvement in line with non-pp | * Increased progress in writing (data)
* Increased self-confidence in writing (pupil conferences)
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| **C.** | End of Key Stage assessments in maths for PP children shows an improvement in line with non-pp children. | * Increased progress in maths (data)
* Increased self-confidence in problem solving maths (pupil conf)
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| **D.** | End of KS2 assessments for PP show % achieving ARE in RWM improving against school and national data. | * On going monitoring of year six pupils shows attainment in all three subjects ( assessment data/ progress review )
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| **E** | End of year assessments for PP show increased % of pupils achieving GD against school and national  | * Increased progress of PP pupils in achieving GD ( assessment data/ progress reviews )
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| **E.** | PP children have high self-confidence and clear aspirations for the future. | * Increased self-confidence in describing their own skills in terms of the values language of the school (pupil conferences)
* Children have ambition to improve (pupil conferences)
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| 1. **Planned expenditure £40920**
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| **Academic year** | **2018/9** |
| The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column. |
| **a. Additional Adult Staff** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Children are supported to address learning gaps through focused intervention groups | Time allocated for additional support for all PP children | Children will make good progress when their learning gaps are addressed regularly and precisely.EEF Reading comp. strategies + 6mths | MLT and SLT | HT |
| **Outcomes of Mid-Year Review: *Dec 2018 All class teachers have clear actions to impact on individual PP children. Book scrutiny and progress reviews show that pace of learning is improving.*** ***End of year review July 2019*** ***All pupils have benefitted from individual actions plans. 72 % of pupils made expected progress. 31% made accelerated progress.***  |
| **Total Planned Expenditure:**  | **£8,500** |

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| **b. 1-1 Intervention – Academic** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Focussed teaching to close gaps in learning skills profile.  | Development of maths and English/reading skills through one to one targeted support where required  | EEF evidence + 5mths  | Monitoring by SLT and HT | HT |
| **Outcomes of Mid-Year Review: December 2018 One to one /one to two and small group pre-teaching and gap closing activities show good progress for all identified groups.** ***End of year review July 2019*** ***During 2018 – 19 St Mary’s adopted updated whole school teaching approaches for reading, writing and maths. Significant CPD for teachers on metacognitive approaches and the introduction of high levels of modelling allowed all children to achieve success within the class contexts.*** ***54 % of pupils accessed one to one and small group specialist teacher interventions which were in addition to support work within the whole class.*** ***The gap closed for 86% of pupils.***  |
| **Total Planned Expenditure:**  | **£2000** |
| **c. 1-1 Intervention – Social** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Pupil premium have opportunity to develop self-review skills to impact on awareness and confidence as well as to benefit from peer review | Additional adult-led time and opportunity given to support self-reflection approaches and language  | EEF metacognition and self-regulation + 7mths Peer collaboration +5mths | Monitoring by SLT and HT | HT |
| **Outcomes of Mid-Year Review: *Dec 2018*****Pupil conferencing show increasing confidence and self-awareness of learning by PP children. Ability of PP children to identify independently clear evidence in their own work of areas of improvement and how it was achieved in and across lessons has significantly improved in writing. Next to continue to develop this as a peer skill particularly in KS2*.*** ***End of year review July 2019*** ***All pupils in KS2 were able to clearly articulate their learning within a lesson and across units, identifying areas of development and next steps.*** ***All pupils across the school were able to identify learning where they had made progress.***  |
| **Total Planned Expenditure:**  | **£500** |
| **d. Group Intervention – Academic** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Narrow the gap between Pupil Premium children and their peers | Ensure Quality First Teaching is consistently implemented across the school. Use of data to drive progress through rigorous ongoing review Whole school focus on language and systems that build cumulative learning and self-review. Teachers and experienced Teaching Assistants provide structured booster work for PP children across the school under the guidance of class teachersTeachers provide PP pupils with constructive feedback so that they understand how to improve their learning. | The more precise, engagingand relevant the teaching, thegreater the progress that will be made by all children.Small group and individual teaching provides targeted support for childrenProgress is maximized when independent learning, and developing children’s awareness of successful learning, is secure. Learning resources that are carefully matched to the children’sneeds will ensure that progress is maximized, based on accurate assessment and feedback. EEF Mastery +5mths Meta cognition +7mths Learning styles +2mthsFeedback + 8mths  | Monitoring and Inset by SLT and HT | HT |
| **Outcomes of Mid-Year Review: *December 2018******No Nonsense Literacy now embedded giving all pupils increased confidence and empowerment.*** ***Maths framework making greater use of pupil talk and manipulatives to develop and secure concepts.*** ***Teacher autumn term evidenced based review of marking and feedback for impact has improved the focus of learning intentions and the quality and focus of tasks to meet this for individual lessons and across units. Evidence of improving pace alongside more active lessons that meet the needs of all groups of pupils including PP and opportunities for pit stop reviews, reflection and feedback to give pupils clearer view of success criteria and their own developments and next steps. Next to continue to embed across school. HT/Maths Lead and EYFS Lead to work with NLE as part of a DFE project Jan 2019 to July 2019.*** ***End of year review July 2019*** ***Ofsted July 2019***

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| ***Leaders use the additional funding for disadvantaged pupils effectively. They forensically identify individual disadvantaged pupils’ barriers to learning and provide pupils with carefully tailored support. This contributes well to pupils’ progress. As a result, disadvantaged pupils achieve as well as other pupils nationally*.**  |

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| **Total Planned Expenditure:**  | **£13,000** |
| **e. Group Intervention – Social**  |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Broaden the children’s experiences and increase levels of social skills, self-confidence teamwork and independence. | Whole school and whole class programmes to develop PDWB will build awareness, skills and confidence. Ongoing review will highlight unmet needs of groups and individuals.Monitor Pupil Premium children to ensure access to a range of enrichment activities developing their individual needs and self-confidence. | Children who are confident, motivated and happy will achieve well at schoolEEF Collaborative learning + 5mths  | Monitoring by class teachers and HT | HT |
| ***Outcomes of Mid-Year Review: December 2018*** ***Staff experience and skills of supporting all pupils has developed through on going individual and small group training.*** ***QFT including more opportunities for group and presentation work.******PP Lead and PE lead works closely with class teachers to monitor and promote all pupils’ participation in enrichment activities.*** ***PSHE lead coordinated Rights and Respect Bronze Award application and action plan for Silver Award.*** ***Next*** ***Further individual and group training as well as (05.04.19) all staff to access social and emotional training.*** ***Continue to monitor and engage in PP pupils in activities that promote confidence, sense of wellbeing and community.*** ***To achieve Silver Award in Rights and Respect*** ***End of year review July 2019*** ***School achieved Rights Respect Bronze award and application for Silver to be finalised in Oct 2019 .******Ofsted July 2019*** *Leaders provide a range of enrichment experiences to broaden pupils’ horizons. For instance, pupils can apply to become school councillors or sports leaders. The school also provides many extra-curricular opportunities, such as singing in the choir or playing a musical instrument in the school’s orchestra. Parents and pupils appreciate the opportunities leaders provide.*  |
| **Total Planned Expenditure:**  | **£0** |
| **f. Learning Resources** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Children with access to good quality resources can choose personal challenges. | Purchase ( after careful research) of high quality resources to support independent learning Purchase of standardised test materials. | Children learn to understand their next steps and are able to gauge their next level of challenge.If schools are able to track progress they will be able to identify children for whom intervention is required and be able to quantify successful strategies. | Monitoring by SLT and class teachers. | SLT |
| **Outcomes of Mid-Year Review: *Dec 2018*** ***Some progress as some improved target resources for maths purchased and books for whole class teaching of writing. More research needed.*** ***Audit of reading texts for guided and independent reading undertaken and costs being finalised.*** ***Individual pupils taken up instrumental tuition and support given in sourcing cost effective instruments.*** ***Next to identify funding source for reading books and to purchase.*** ***Other resources being identified and sourced including times table resources for whole school development.******End of year review July 2019*** ***Maths resources and reading resources purchased and evidence of impact seen from talking to staff and pupils, in books and when observing lessons.*** ***School further developed use of whole class music resources accessed through Devon Music so that all pupils in KS2 had the experience of learning two instruments and some pupils experienced learning three.*** ***Support for music tuition and access to relevant instrument made available to pupils who could benefit from this.36 % of PP children accessed this over the year.***  |
| **Total Planned Expenditure:**  | **£2000** |
| **g. Staff Training** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Improve Quality First TeachingImprove Teaching Assistant knowledge and expertise | Staff Inset to focus on Quality First Teaching | Skilled staff will be better able to deliver relevant and effective interventions | Monitoring by HT | HT |
| **Outcomes of Mid-Year Review: Dec 2018 Some progress already evident in relationship building between TAs and pupils. Resilience of pupils increasing. Management plan continues to deliver CPD to improve QFT** **End of year review July 2019** **By a range of measures of both school and trust level monitoring QFT and the impact of teaching assistant support has secured good outcomes for pupils across the school.** **Ofsted July 2019** ***Teaching and learning at St Mary’s is good*** ***Typically, teachers have high expectations of what pupils can achieve. The activities they organise motivate most pupils and pupils are keen to take part in their learning.*** ***Teaching assistants make a valuable contribution to pupils’ learning. They provide effective support when working with individuals or small groups of pupils. They use questioning well, both to check pupils’ understanding and to make them think harder. This ensures that pupils who work with teaching assistants make strong progress.***  |
| **Total Planned Expenditure:**  | **£1500** |
| **h. Enrichment/Raising Aspirations** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Pupil premium children are not excluded from activities available to non PP children.  | Parents of PP children who feel that finance is a barrier to access afterschool activities and school trips/ events can be considered for financial support  | Children should have access to a wide range of educational opportunity in order to raise self-esteem and nurture aspirations.EEF sports/ arts participant + 2mths Outdoor adventure + 4mths  | Monitoring by admin/PSW  | HT |
| **Outcomes of Mid-Year Review December 2018  *Improved processes in communicating timely and supportive reminders of whole school events and trips as well as school creative sourcing of competitively priced relevant one off items; gum shields improving participation of all pupils in events and all PP.*** ***Whilst not an entitlement, parents and carers of PP children understand when and how to access funding to support and enhance individual pupils’ participation in after-school activities, clubs and residentials.*** ***Extremely positive impact of PSW working with identified families across the school, who are referred or self-refer, supporting relevant PP children.*** ***Next to continue to work on systems and communication to ensure that this is fully embedded and has impact.*** ***End of year review July 2019*** ***A significant majority of parents show that they understand and can access support for the child if required, to access wider curriculum opportunities.***  |
| **Total Planned Expenditure:**  | **£5000** |
| **i. Home Support (e.g. EWO/ PSW )**  |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Home school links are strong so that all families feel able to share and work to resolve concerns that impact on family life or be directed to quality provision to move situation forward. | Open door Ongoing engagement with all families –shared reading at home one of the focussesEWO SLAEmployment of part time Pastoral support worker to provide programmes/ signposting. | Resilience is important for all children and sometimes families cannot give this to childrenEmphasis on regular attendance and its importanceEEF parental engagement + 3mths  | Monitoring and questionnaires for feedback Governor involvement | **HT and PSW** |
| **Outcomes of Mid-Year Review: December 18*****CAST Safeguarding review 22.11.18 alongside Pupil and parent questionnaires show improving relationships.*** ***Half termly monitoring of attendance data and follow up work promoting improved attendance, reducing percentage of persistent absence and late to register.*** ***PSW achieved Level 3 safeguarding training, part 1 of Solihull for parents training and emotional resilience training.*** ***PSW working with identified families.*** ***Improved work with wider agencies for resource/ signposting and intervention.******School newsletter provides on going updates.*** ***Next to continue with above actions*** ***End of year review July 2019*** ***All staff completed a one year development project working with Devon Ed Psych service on inclusion strategies to support a range of pupil needs.*** ***Local community resources provided a parent / pupil cookery course.*** ***Increased referrals to Early Help*** ***Improved engagement with agencies for referral.******Attendance for all at national*** ***% of persistent absence for all significantly below national.******Attendance gap between all pupils and PP closed.***  |
| **Total Planned Expenditure:**  | **£8500** |

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| 1. **Additional detail**
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| This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary. *Dec 2018* *Ongoing work to impact on Teaching and learning using best practice particularly EEF research studies, work with NLE through DFE project and CAST training of leaders in Metacognition are leading school leadership away from intervention towards pre teaching and whole class lessons with in class differentiated tasks.* *This is reshaping some of the established intervention support programmes and the role of TA to support and develop QFT and impact on outcomes.*  |