**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** | | | | | |
| **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** | | | |
| **End of KS1 & 2 Attainment for: 2016-2017**  **2017 – 18** | *Pupils eligible for PP* | *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** |
| Progress score in Reading **AWAITING CONFIRMATION** |  |  |  |
| Progress score in Mathematics **AWAITING CONFIRMATION** |  |  |  |
| Progress score in Writing | **N/A** | **N/A** | **N/A** |
| % 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)** | | | | | | | | |
| **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** | | | | | | | | |
|  | *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. | | | |
| **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) | | | |
| **C.** | End of Key Stage assessments in maths for PP hildren shows an improvement in line with non-pp children. | | | | * Increased progress in maths (data) * Increased self-confidence in problem solving maths (pupil conf) | | | |
| **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 ) | | | |
| **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 ) | | | |
| **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) | | | |
| 1. **Planned expenditure £40920** | | | | | | | |
| **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:** | | | | | | | |
| **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:** | | | | |
| **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:** | | | | |
| **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 on going 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 teachers  Teachers provide PP pupils with constructive feedback so that they understand how to improve their learning. | The more precise, engaging  and relevant the teaching, the  greater the progress that will  be made by all children.  Small group and individual  teaching provides targeted  support for children  Progress is maximized when  independent learning, and  developing children’s awareness  of successful learning, is secure.  Learning resources that are  carefully matched to the children’s  needs will ensure that progress is  maximized, based on accurate  assessment and feedback.  EEF Mastery +5mths  Meta cognition +7mths  Learning styles +2mths  Feedback + 8mths | Monitoring and Inset by SLT and HT | HT |
| **Outcomes of Mid-Year Review:** | | | | |
| **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 school  EEF Collaborative learning + 5mths | Monitoring by class teachers and HT | HT |
| **Outcomes of Mid-Year Review:** | | | | |
| **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:** | | | | |
| **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 Teaching  Improve 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:** | | | | |
| **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:** | | | | |
| **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 focusses  EWO SLA  Employment of part time Pastoral support worker to provide programmes/ signposting. | Resilience is important for all children and sometimes families cannot give this to children  Emphasis on regular attendance and its importance  EEF parental engagement + 3mths | Monitoring and questionnaires for feedback Governor involvement | **HT and PSW** |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£8500** |

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| 1. **Additional detail** |
| 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. |