



# St Mary's First School Pupil Premium Strategy 2019/20

## 1. Summary information

<b>School</b>	St Mary's First School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£40,200	<b>Date of most recent PP Review</b>	20.7.19
<b>Total number of pupils</b>	181	<b>Number of pupils eligible for</b>	27		

## 2 End of Year Attainment (18/19)

	Pupils eligible for PP	Pupils not eligible for PP	Difference between PP and Non PP
<b>% achieving ARE or above in reading</b>	40.7%	78.6%	-37.9
<b>% achieving ARE or above in writing</b>	25.9%	67.5%	- 41.6
<b>% achieving ARE or above in maths</b>	48.1%	77.9%	- 29.8

## 3 End of Year Progress (18/19)

	Pupils eligible for PP	Pupils not eligible for PP	Difference between PP and Non PP
<b>Average progress in reading</b>	2.6	3	-0.4
<b>Average progress in writing</b>	2.3	2.8	-0.5
<b>Average progress in maths</b>	2.8	3	-0.2

## 4. % of children meeting standards in phonic screening check (18/19)

	Pupils eligible for PP	Pupils not eligible for PP	Difference between PP and Non PP	Dorset Data (PP children meeting standard)
<b>Year One</b>	50%	81%	31%	52%
<b>Year Two (resit)</b>	50%	100%	50%	46%

## Potential barriers to future attainment for PP eligible pupils at our school

A Slow progress rates made by some pupil premium children

B Lack of parental engagement with home learning tasks such as reading

C Pupils and families have social and emotional difficulties, including medical and mental health issues

D Pupils have limited experience beyond their home and local community

E Pupils have low self esteem and confidence

F Low expectations of parents

<b>A</b> Slow progress rates made by some pupil premium children					Budgeted cost £12,000
Provision	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supply cover for regular release time for Pupil premium lead to attend meetings, co-ordinate interventions and track progress of pupil premium and write necessary reports to feedback to staff and governors.	Pupil premium lead has an up to date knowledge of current practice in school and DASP. They have a clear understanding of the progress of PP children. There is clear evidence of the support each PP child is accessing. Interventions are monitored and deemed value for money and appropriate.	The need for lead to have an overview of the progress of the PP children in order to inform SLT and Governors	Termly analysis of data for PP children fed back to SLT and PP governor.	LT	End of year analysis of data for PP children % reaching ARE and progress of these children.
Year 1 targeted small group phonic intervention led by teacher. 20 weeks 2 sessions per week block in Spring term. (supply to cover)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money. Children identified as not likely to meet the standard.	This method of intervention has been used previously and we have seen improvement in the phonic score of all children from baseline to end of year. Weak areas of knowledge can be targeted by specific grouping of children.	Baseline and final scores will be analysed by SLT.	JM	Phonics check results in June 2020

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Year 2 Maths - intervention 10 weeks 2 sessions per week block in Spring term (supply to cover)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored.	This method of intervention has been used previously. Weak areas of knowledge can be targeted by specific grouping of children.	Discussion during SLT meetings  Feedback notes to teachers	St G (maths lead)	Analysis of End of year data
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Year 3 maths intervention led by maths subject leader 2 sessions per week for 10 weeks intervention in Spring term (supply to cover)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored.	This method of intervention has been used previously. Weak areas of knowledge can be targeted by specific grouping of children.	Discussion during SLT meetings  Feedback notes to teachers	St G (maths lead)	Analysis of End of year data
Year 4 maths intervention led by maths subject leader 2 sessions per week for 10 weeks intervention in Summer term supply	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored.	This method of intervention has been used previously and we have seen improvement in the phonic score of all children from baseline to end of year. Weak areas of knowledge can be targeted by specific grouping of children.	Discussion during SLT meetings  Feedback notes to teachers	St G (maths lead)	Analysis of End of year data
Year 2 writing intervention 10 weeks 2 session per week intervention in Spring term (supply to cover)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored.	Discussion with Literacy group as to successful interventions for writing	Discussion during SLT meetings  Feedback notes to teachers	JM	Analysis of End of year data
Year 4 writing intervention 10 weeks 2 week intervention in Summer term (supply to cover)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored half termly	Discussion with Literacy group as to successful interventions for writing	Discussion during SLT meetings  Feedback notes to teachers	LT	Analysis of End of year data
Every Child Counts- maths intervention for children in KS1 and KS2 working below expectations. 10 weeks in Autumn term (KS2) and Spring and Summer term. (KS1)	Improve attainment and achievement of targeted children. Interventions reviewed and assessed to deem value for money and monitored half termly	Previous experience of the success of this intervention	Performance management Feedback session notes	LT	End of intervention assessment

B/ F Lack of parental engagement with home learning tasks such as reading Low expectations of parents					£250
<b>Provision</b>	<b>Intended outcome</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>
Participation in the Dorset Reading partners scheme	To work with 4 children to support with their reading development providing, tailored, one-to-one support. Inspiring them to enjoy reading, improving their literacy skills and encouraging them to become confident in their abilities.	<a href="http://www.dorsetreadingpartners.org.uk/">http://www.dorsetreadingpartners.org.uk/</a> Survey on website and previous experience and feedback from service.	Discussion with children Assessment of attitudes to reading of participating children	SG liaise with reading partner charity	Survey children in July 2020
Whole school Phonics reading workshop Training workshop for parents Teachers to read Stories on Tapestry to be shared at home	Parents to feel more comfortable in helping their child with reading at home	Parents have expressed an interest in finding out more about 'how reading is taught. They are unsure of the phonics Home access to stories	Feedback from parents attending	JM	End of year review of English and SDP.
C - Pupils and families have social and emotional difficulties, including medical and mental health issues				Budgeted cost £23,000	
<b>Provision</b>	<b>Intended outcome</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>

Parent Support Advisor - 17 hours each week	Improved engagement with families. Improved attendance and emotional support for children and improved outcome for pupils and their families.	EEF working with parents to support child's learning <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</a>	Performance management meetings	SG	Autumn/Spring /Summer review meetings Discussion at SLT
ELSA 2 hours per week 38 weeks supervision	Targeted children are given emotional support leading to improved outcomes for them emotionally.	Previous experience and advice from Educational psychologist	Performance management	LT	Autumn/Spring /Summer review meetings
Behaviour support	Support for children, parents and school to assist children demonstrating extreme behaviour and anxieties within the classroom setting	Proven working relationship with service. Feedback from staff/parents who have used service	Review meetings notes	SG/LT	After a block of work
Additional TA support in class and playtime to help disadvantaged children to access the curriculum	Child able to access curriculum at an appropriate level and have successful playtimes	Previous experience Less incidents of behaviour recorded in log.	Performance management meetings	LT/SG	Review meetings of children
To participate in Attachment friendly school training	To raise awareness of how trauma and attachment needs impact on the development, progress and attainment of all children, but most specifically vulnerable children (e.g. LAC, CIN, SEND) To develop and upskill education practitioners to effectively support all children who have experienced trauma and have attachment needs so they develop, progress and achieve.	Approved training offered by Dorset County Council in connection with Education psychologist service.	Feedback after each training	LT/SG	SPD reviews

**D**  
**Pupils have limited experience beyond their home and local community**

**Budgeted cost**  
**£2000**

<b>Provision</b>	<b>Intended outcome</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>
Financial support to go on Residential trip	All children able to go on a 2 night residential trip with their peers. Improvements in self- esteem and confidence and experiences beyond their home and local community.	Previous experience		SG	DASP/staff feedback after residential
Forest school provision targeted across the school. 2 hours per week for 30 weeks	Improved personal, social, emotional development. Improved confidence and self-esteem leading to improved outcomes.	Previous experience of success of intervention. Children's response to intervention	Review of session planning	SP	After each block of intervention
Financial support for termly contributions	Ensure our vulnerable pupils are able to participate in a variety of differing learning experiences, outside of the normal classroom.	Previous experience of children and parents enjoying and discussing trips and experiences outside the 'typical' classroom	Evaluation of trips	SG/BS	End of term review in planning teams

<b>E</b> Pupils have low self esteem and confidence					<b>Budgeted Cost</b> £3000
<b>Provision</b>	<b>Intended outcome</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>
DASP learning mentor to support transition	Year 4 children are confident with their middle school and make a smooth transition to next school	Previous experience of the role of learning mentor and its benefits for all . Feedback from staff/parents / children.	Performance management of HP	SG	Discussion by heads at mini pyramid meeting
To ensure Uniform is provided for each child	Support parents to provide correct uniform to improve their self esteem.	Discussion with parents that correct uniform helps children to feel included, part of the school	Ensure each parent is aware of their entitlement and offer it to any parents who have not taken the offer.	BS	Check each term who has claimed.
To provide Cool Milk/hot meals	Ensures our vulnerable children have a nutritional drink and hot lunch that supports their growth and development.	Government recommendation.	Feedback from parents. Liaise with Local food links. Compare the take up from children in Year 3 and 4.	SG/BS	Review of Foodlinks delivery during budget and finance meetings