

St Mary & St Paul's CE Primary - Pupil premium strategy statement

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil identified as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

1. Summary information					
School	St Mary & St Paul's CE Primary				
Academic Year	2016-17	Total PP budget	£152 220	Date of most recent PP Review	Sept 2017
Total number of pupils	178	Number of pupils eligible for PP	111 (62.3%)	Date for next internal review of this strategy	July 2018

2. Current attainment			
	<i>Pupil results 2016 – 17 (30 pupils)</i>	<i>Pupils eligible for PP (20 pupils)</i>	<i>Pupils not eligible for PP (10 pupils)</i>
% achieving National Standard in reading, writing & maths (or equivalent)	43%	4/16 – 25%	9/10 – (90%)
% of Year 6 pupils achieving National Standard in Reading	50%	6/20 (30%)	9/10 (90%)
% of Year 6 pupils achieving National Standard in Writing	73%	12/20 (60%)	10/10 (100%)
% of Year 6 pupils achieving National Standard in Maths	70%	12/20 (60%)	9/10 (90%)
Progress amount for Reading (0 is expected level)	-2.8		
Progress amount for Writing (0 is expected level)	-1.0		
Progress amount for Mathematics (0 is expected progress)	-1.6		
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers - (issues to be addressed in school)			
A.	Poor speech and language skills on entry into Early Years Foundation Stage		
B.	To create a positive attitude to independent learning – to achieve the National Standard in Year 2 / Year 6		
C.	Attendance and punctuality		
D.	Supporting children with emotional issues		
E.	Limited knowledge of the world - To create positive, memorable life experiences to develop children's understanding.		
F.	Limited opportunities to read outside of school - Provide opportunities for reading development		
External barriers (issues which also require action outside school, such as low attendance rates)			
A.	High mobility rates (currently in the highest quintile – 72% stability)		
B.	Poor attendance and punctuality		
C.	Support parents in their learning		
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria	
A.	To create a calm, positive environment where children are safe and can make progress no matter their ability.	90% of children making expected or better progress in RWM	

B.	To increase the percentage of pupils whose attendance is 96% or greater and overall school attendance	Attendance to reach 96%
C.	To support children to achieve a minimum of National Standard in Reading, Writing and Maths and make expected progress or above in Year 1 phonics, Year 2 and Year 6 and meet ELG in EYFS	Increase number of children at ARE or above on previous year
D.	To provide the children with greater opportunities to develop their understanding and experience of the wider world. To raise aspirations of the children.	Continue to provide life experiences for the children

<u>Item / Project - 2016-17</u>	<u>Costing</u>	<u>Objectives</u>	<u>Impact</u>
Split Year 6 into 2 smaller classes (2 x 15) for the full school day	£21053	<ul style="list-style-type: none"> • There were 30 children in Year 6, 20 of them received Pupil Premium funding – 66% • To create two smaller classes so that there is additional support for learning and social, emotional and behavioural needs 	<ul style="list-style-type: none"> • Year 6 SATS – pupils receiving PP funding • Reading – 68% made expected or better progress from Year 5 • Reading – 26% made good or better progress from Year 5 • Reading – 30% were at age related expectations <p>(Reading is a whole school target for 2017 – 18)</p> <ul style="list-style-type: none"> • Writing – 100% made expected or better progress from Year 5 • Writing – 68% made good or better progress from Year 5 • Writing – 60% of pupils were at Age Related Expectations <ul style="list-style-type: none"> • Maths – 95% made expected or better

			<p>progress from year 5</p> <ul style="list-style-type: none"> • Maths – 58% made good or better progress from Year 5 • Maths – 60% of pupil were at age related expectations
Additional support staff to work on basic key skill development and a speech and language focus in the Early Years and Foundation Stage	£13157	<ul style="list-style-type: none"> • To provide additional opportunities to improve and develop speech and language skills throughout the EYFS • Use speech and language programmes from speech therapy team • Spirals curriculum as part of the Educational Psychology programme 	<ul style="list-style-type: none"> • 58% of children reached a good level of development at the end of EYFS • 5 children were eligible for PP funding • 2 / 5 children achieved a GLD • All children made expected progress from the start of reception class
Support staff to work through each class in Key Stage 1 supporting children towards the Year 1 phonics test (daily phonics sessions) and KS1 SATS	£28855	<ul style="list-style-type: none"> • 27 children in Year 1 of which 12 receive pupil premium funding. • 30 children in Year 2 of which 20 receive pupil premium funding • Staff provide additional focused support in the classroom and in withdrawn targeted intervention groups to enable children to make additional progress over the period of the year. • Targeted reading intervention support • Challenge the more able children so that they have to opportunity to investigate and extend thinking in a range of subjects • Support the classteacher to create 	<ul style="list-style-type: none"> • Year 2 SATS – pupils receiving PP funding 30 pupils in total (20 receive PP funding) • Reading – 94% made expected or better progress from Year 1 • Reading – 17% made good or better progress from Year 1 • Reading – 50% were at age related expectations <p>(Reading is a whole school target for 2017 – 18)</p> <ul style="list-style-type: none"> • Writing – 100% made expected or better progress from Year 1 • Writing – 39% made good or better progress from Year 1

		<p>a calm, positive learning environment where all children can make progress and develop as independent learners.</p>	<ul style="list-style-type: none"> • Writing – 50% of pupils were at Age Related Expectations • Maths – 94% made expected or better progress from year 1 • Maths – 17% made good or better progress from Year 1 • Maths – 50% of pupil were at age related expectations 												
Support staff through the classes in Key stage 2	£28250	<ul style="list-style-type: none"> • To provide additional support throughout the Key Stage 2 classrooms to enable children to make additional progress over the period of a year. • Targeted support with reading intervention (2 sessions per week) • To work with the class teacher to support and challenge the higher achievers to develop thinking in greater depth • To support teachers in creating a calm, positive learning environment where all children are able to learn and make progress 	<p>Figures relate to pupils who receive PP funding</p> <p><u>Reading</u></p> <table border="1"> <thead> <tr> <th>Year group</th> <th>PP children at Age Related Expectations</th> <th>Making expected / better progress</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>73%</td> <td>58%</td> </tr> <tr> <td>Year 4</td> <td>29%</td> <td>67%</td> </tr> <tr> <td>Year 5</td> <td>39%</td> <td>69%</td> </tr> </tbody> </table>	Year group	PP children at Age Related Expectations	Making expected / better progress	Year 3	73%	58%	Year 4	29%	67%	Year 5	39%	69%
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Extend children's experiences of the wider world – providing them	£1382.75	<ul style="list-style-type: none"> Subsidise trips, visits and visitors to the school to enhance the 	<ul style="list-style-type: none"> In developing the children's experiences of the world beyond Prescot, it gives 																								

with opportunities that they might not normally receive.		<p>curriculum and topics that are being studied</p> <ul style="list-style-type: none"> • This includes trips to Southport, Blackpool, Safari Park and Barnstondale • Visits from the park rangers • Play in a day for Years 5 and 6 • TV license so that children can watch current affairs programmes / Newsround so that they have a greater understanding of what is happening in the world around them. 	<p>them greater understanding and a wider focus on which to build their writing skills.</p> <ul style="list-style-type: none"> • Allows opportunities to write about personal experiences and gives them a concrete base on which to be creative • Gives children opportunities to experience places and people beyond that that they would receive in everyday life. • Children instructed by professionals to gain a greater understanding of a topic through dance and drama • Developing the ability for pupils to confidently speak in public.
Providing opportunities for children to showcase skills and talents.	£720.44	<ul style="list-style-type: none"> • Young Voices, Manchester (Year 3 and choir) • Bridgewater Hall, Orchestra • Cathedral – Choir, Big Sing, Year 6 • Key Strings 	<ul style="list-style-type: none"> • Opportunities to experience a number of venues and performances that are not accessible in school • School orchestra played with the Halle Orchestra • Choir performed at a number of events • Additional hours achieved for attending after school activities • A raising of aspirations and understanding of possible achievements through the arts.
Music Support Service	£1175	<ul style="list-style-type: none"> • Year 4 and some children in year 5 to receive brass tuition and the provision of an instrument for the year 	<ul style="list-style-type: none"> • Some of the children played with the Halle orchestra in Manchester • Performances for parents, governors and the wider community at the Arts Festival at the end of the school year.

			<ul style="list-style-type: none"> Confidence increasing to perform in front of an audience
Library Loans	£2550	<ul style="list-style-type: none"> To support pupils with a wider variety of texts and genres that they may not be otherwise able to access. Books linked to the topics that they are studying in class to allow for independent research and investigation 	<ul style="list-style-type: none"> An improvement in the standard and content of writing in topic work throughout the year groups. Greater depth of knowledge about topics A willingness by some children to go and investigate further, in their own time.
Additional Support from the Educational Psychology Service	£5000	<ul style="list-style-type: none"> To provide support and guidance for staff and parents to support children with additional learning, social and behavioural needs (additional hours to the school SLA agreement) To enable pupils to receive targeted support to help them achieve no matter their level of ability (inclusive school) 	<ul style="list-style-type: none"> All children able to make steps of progress at their level of ability
One to One booster lessons for children in Year 6 in preparation for SATs	£1225	<ul style="list-style-type: none"> To increase the understanding and progress scores in preparation for the Year 6 Sats Boost confidence for the children to tackle to aspects of the papers that they may ordinarily struggle with. 	<ul style="list-style-type: none"> See above results and individual progress scores.
Breakfast club during SATs week	£19	<ul style="list-style-type: none"> To ensure that all pupils were in school on time and received breakfast on the days of the SATs tests. 	<ul style="list-style-type: none"> All children came into school on time / 100% attendance and completed the tests.

Learning Mentor	£37476	<ul style="list-style-type: none"> • 1:1 support for the children who are experiencing emotional difficulties both in and out of school • Provide Nurture lunch time and activities to develop social skills and play support • Reduce barriers to learning in school so that children are in class and settled for a greater percentage of the time • Work as part of the Pastoral team with safeguarding issues / concerns and meetings • School Council 	<ul style="list-style-type: none"> • 1:1 support for cohort of children (changeable throughout the year) • Small group support and activities provided • Play therapy for a group of children each lunchtime to help them with social and behavioural interaction • Issues and concerns dealt with immediately • School council run and worked on a number of issues
Family Support worker (Attendance)		<ul style="list-style-type: none"> • To continue to build effective relationships between parents, children, agencies and school • Monitor attendance levels for the whole school – contact parents if children are away from the school (first day response) • Work with the School Attendance Service to support families in coming to school • Attendance Blitz – meeting with parents whose children are poor attenders • Organise celebration events for 100% attenders • Arrange parenting classes (English / maths / behaviour 	<ul style="list-style-type: none"> • Immediate support for all parents each morning at the school gate • Attendance has maintained at the same level 94.9% however there has been a slight improvement for children who receive Pupil Premium. • The number of persistent absentees has slightly reduced over the year. • Reward children who are good attenders (we have increased the number of children who achieved 100% at the end of the year) and support the attendance service / Headteacher with the issuing of penalty notices for non attenders • Parents continue to be involved in parenting classes • Weekly pastoral meetings to ensure that

		<p>support)</p> <ul style="list-style-type: none"> • Work as part of the Pastoral team with safeguarding issues / concerns and meetings • Run the Early Help assessments • Run the Fareshare scheme – providing families with bags of food 	<p>children specific needs are catered for</p> <ul style="list-style-type: none"> • Increase in the number of Early Help Assessment and cases that the school is leading • 50 children (25%) receive food on a fortnightly basis through the Fare share scheme
Nurture Class each afternoon (ended May 2017)	£12952	<ul style="list-style-type: none"> • To provide a flexible and preventative intervention which is responsive to the particular needs of the children who are showing signs of emotional, stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life. • To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class. • To build self esteem and resilience and a can do attitude within children • 	<ul style="list-style-type: none"> • Emotional literacy scores increased • Older children who have attended Nurture group are now back in class full time or have become part time visitors to the group (1 session per week). • Nurture group ended as the majority of children were able to manage in class with additional support and use the skills that they had developed in the whole class environment.
SENDCO time away from class	£5465	<ul style="list-style-type: none"> • Time for the School SENDCO to attend additional meeting with the Educational Psychologist, parents and complete Education and Health Care Plans, Pastoral Support plans and paperwork relating to the additional needs of the pupils. 	<ul style="list-style-type: none"> • Papers submitted for EHC plans • Pastoral plans completed to allow children with behavioural support have greater structure to their day

Total amount spend - £159 280.19

Summary information 2018-19					
School	St Mary & St Paul's CE Primary				
Academic Year	2018 - 19	Total PP budget	£139760	Date of most recent PP Review	Sept 2017
Total number of pupils	172	Number of pupils eligible for PP	105	Date for next internal review of this strategy	July 2018

5. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers - <i>(issues to be addressed in school)</i>	
C.	Poor speech and language skills on entry into Early Years Foundation Stage
D.	To create a positive attitude to independent learning – to achieve the National Standard in Year 2 / Year 6
C.	Attendance and punctuality
D.	Supporting children with emotional issues
E.	Limited knowledge of the world - To create positive, memorable life experiences to develop children's understanding.
F.	Limited opportunities to read outside of school - Provide opportunities for reading development
G.	Stronger assessment for the children who are working below the level expected for the Year group
H.	Low reading ability especially related to inference and deduction
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	High mobility rates (currently in the highest quintile – 72% stability)

B.	Poor attendance and punctuality	
C.	Support parents in their learning	
6. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
E.	To create a calm, positive environment where children are safe and can make progress no matter their ability.	90% of children making expected or better progress in RWM
F.	To increase the percentage of pupils whose attendance is 96% or greater and overall school attendance	Attendance to reach 96%
G.	To support children to achieve a minimum of National Standard in Reading, Writing and Maths and make expected progress or above in Year 1 phonics, Year 2 and Year 6 and meet ELG in EYFS	Increase number of children at ARE or above on previous year
H.	To provide the children with greater opportunities to develop their understanding and experience of the wider world. To raise aspirations of the children.	Continue to provide life experiences for the children

<u>Item / Project - 2017 - 2018</u>	<u>Objectives</u>	<u>Impact</u>
Support staff to work on Speech and Language development in the Early Years and Foundation Stage	- To increase to number of children to meet Expected Standard in the Early Learning Goals	<ul style="list-style-type: none"> • In increase in the percentage of children that reach a Good Level of Development in the Early Learning goals
Support Staff to work with children on key skill development and support towards KS1 SATs and deliver RWI phonics sessions daily	- To raise attainment so that more children are reaching age related expectations for Reading, Writing and Maths in KS1 and in the Y1 phonics test through delivery of the RWI programme.	<ul style="list-style-type: none"> • Increase in the children reaching the expected standard in the phonic test (Year 1) and SATs (Year 2) in line or above National Average totals
Support Staff throughout Key Stage 2 - One TA per junior	<ul style="list-style-type: none"> - key focus on - Improving cross curricular writing 	<ul style="list-style-type: none"> • For there to be a percentage increase in the number of children reaching Age

class.	<ul style="list-style-type: none"> - Providing focused reading and comprehension support - Developing children's reasoning skills in mathematics 	<p>Related expectations in Reading, writing and maths across the KS2 classes</p> <ul style="list-style-type: none"> • Specific skill development in inference skills in reading and reasoning skills in maths which is evident in the pupils' books
Extending children's experience of the wider world (curriculum linked)	<ul style="list-style-type: none"> - Continue to provide experiences for the children to enhance their opportunities for writing 	<ul style="list-style-type: none"> • Greater understanding of the wider world so that children have an experience on which to build their writing / speech and language discussions • To know that there are places to visit and experiences to have outside of Prescot
Providing opportunities for children to showcase skills and talents	<ul style="list-style-type: none"> - Develop the skills of the children to enhance skills and talents outside of RWM 	<ul style="list-style-type: none"> • Children to attend Young Voices, Bridgewater Hall, St Mary's Church, events in and around Prescot
Music Support Service	<ul style="list-style-type: none"> - To play a musical instrument in Year 4 	<ul style="list-style-type: none"> • All children to have the experience of musical instruments and the opportunity to play • Showcase at the St Mary & St Paul's Arts Festival July 2017
One to one booster support for Year 6 in preparation for SATS	<ul style="list-style-type: none"> - Enable PP children to meet National Standard in RWM 	<ul style="list-style-type: none"> • Children to reach National Standard or make progress based on KS1 SATs results
Breakfast club for Year 6 during SATs week	<ul style="list-style-type: none"> - To support the children's attendance during SATs week. 	<ul style="list-style-type: none"> • A settled start to the day – all children to be fed and watered so that they are in school and in the right frame of mind to proceed with the SATs.
Learning mentor	<ul style="list-style-type: none"> • 1:1 support for children who are experiencing emotional difficulties 	<ul style="list-style-type: none"> • Settled children in class • Supported when the need arises

	<p>in or out of school</p> <ul style="list-style-type: none"> • Provide nurture based lunch to develop social interaction • Reduce barriers to learning • Work as part of the Pastoral Team with Safeguarding issues / concerns <p>-</p>	<ul style="list-style-type: none"> • That they are listened to • Safeguarding issues are dealt with as part of the pastoral team
Family Support Worker (including attendance)	<ul style="list-style-type: none"> • To build effective relationships between parents, their children and school • Monitor attendance levels, working with Attendance service to support parents in bringing their children to school • Arrange parenting classes • Arrange Adult Literacy and Numeracy classes <p>- Work as part of the school pastoral team</p>	<ul style="list-style-type: none"> • Parents with support when needed will impact on attendance and support for children at home • Greater understanding of literacy, numeracy and parenting skills will impact on homework time and a calmer home environment.
Nurture class each morning	<p>- To provide a flexible and preventative intervention which is responsive to the particular needs of the children who are showing signs of emotional, stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.</p> <p>- To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class.</p> <p>- To build self esteem and resilience</p>	<ul style="list-style-type: none"> • Children's social and emotional skills develop so that they can be re integrated into main class • Children learn at their own rate and level so that all children can make progress • Self esteem and confidence increase in all children

	and a can do attitude within children -	
Reading support	- Wider range of texts and books for the children to read / access to enhance understanding	<ul style="list-style-type: none"> • Increase in the number of children at ARE at the end of the year
Educational Psychology support / SENDCO time	- Staff to target the children who require additional support due to a range of educational, social or behavioural needs.	<ul style="list-style-type: none"> • Support put in place to allow them to make additional progress at their own level