St Mary's CE Primary School

Pupil Premium Strategy

2018-2019

Pupil Premium at Portswood Primary Academy Trust and St Mary's CE Primary School

At Portswood Primary Academy Trust and St. Mary's C of E Primary School, we believe in good or better learning for all. We strive for achievement for *all* our pupils and believe that *all* pupils should develop a passion for lifelong learning.

Through rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of most able disadvantaged children. We use this information to plan and implement effective intervention and support strategies. These will be provided dependent on each child's needs and the challenges that they face.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and any challenges ahead. Our key objective in using the Pupil Premium Grant is to diminish the difference between pupil premium children and their peers and ensure all children are supported and challenged.

Research has shown that good practice in raising disadvantaged pupils' attainment:

- A whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Responding to evidence provided by school data
- Clear and responsive leadership

(Source: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015)

While the Pupil Premium Grant will be used to target attainment for disadvantaged pupils, other pupils may also benefit as a result of strategies implemented.

It is our belief that engaging parents and carers of disadvantaged pupils is a key factor in raising standards.

All Pupil Premium strategies will be reviewed regularly to ensure they are having the intended impact in diminishing the difference. This will allow us to make rapid adjustments if particular strategies are not working well or to further extend successful strategies.

As part of our monitoring and reviewing process:
- All disadvantaged pupils will be identified on Pupil Premium registers and this information will be shared with school staff.
- Within the framework of pupil progress accountability, a breakdown of the attainment and progress of disadvantaged pupils will be produced.
- Governors will be informed of the position of Pupil Premium within the school.
- The school will produce a summary of provision implemented and this will be reported online as part of the review of their Pupil Premium strategy.

All staff should be aware of barriers to learning and these should be addressed within the teaching and learning experience that pupils receive.

We strongly believe that the whole school community is responsible for raising the aspirations and attainment of disadvantaged pupils.

Pupil Premium
St Mary's CE Primary School
Academic Year September 2018 - July 2019

Barriers to learning:

The main barriers to learning at St Mary's CE Primary School (Nursery – Year 6) have been identified as being:

Barrier to learning	Contextual Information
English as an additional language (EAL)	A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. *66% of disadvantaged pupils are registered as EAL learners (February 2019).* *14% of pupils receiving LaunchPad intervention are disadvantaged (Autumn 2018)*
Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. *20% of disadvantaged pupils are registered as SEND learners (February 2019).* *8% of these pupils also have an EHCP.*
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show that: *38% of disadvantaged pupils have an attendance below our school target 96.4% (October 2018).* *13% of disadvantaged pupils have been identified as having persistent low attendance below 90% (October 2018).*
Punctuality	Punctuality can cause pupils to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore they are not prepared for learning. *There are 11 disadvantaged pupils (6%) who have been identified as being persistently late (October 2018).*
Communication and Language	Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance. *32% of disadvantaged pupils receiving speech and language support are disadvantaged (February 2019)*
Emotional literacy	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs can restrict pupil progress and disengagement from school life. *22% of disadvantaged pupils receive emotional literacy support*
Parental engagement	Due to some language barriers it can be difficult for some parents to communicate with the school and support with out of school activities/learning. Parents of disadvantaged pupils are underrepresented at parental events e.g. parents' evenings, learning workshops, assemblies etc.
Previous low attainment	For disadvantaged pupils with low prior attainment, rapid progress is required in order to meet age related expectations. Additional learning opportunities are required.

Limited life experiences	Some disadvantaged children do not have the life experiences required to recall for use within the curriculum. As they do not have the opportunity to experience these they may need to be provided by the school.
Learner disposition *(For a small minority of pupils)*	For a small minority of disadvantaged pupils, poor behaviour for learning impacts on pupils' outcomes and achievement.

Indicative Pupil Premium Grant 2018-2019: £232,320

Proposed spending of Pupil Premium Funding 2018-2019

Proposed Intervention	*Intended Outcome*	*How will this address barriers to learning?*	*How will the school measure the impact?*
Staffing: PP Lead	Monitor and evaluate impact of interventions and pupil premium provision. Analyse data and identify key priorities. Provide support and training for all staff.	Interventions impact on learning. All staff fully supported in providing appropriate provision raising attainment.	Data analysed and gaps identified. Key priorities identified which will move progress and attainment forward.
Staffing: PP support teachers and PP teaching assistants	Personalised support and small group intervention to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class.	Additional learning opportunities are required to address attainment difference and consolidate conceptual knowledge.	Progress against age related expectations. Monitoring reports.
EAL Support	Support with language development in order to accelerate progress.	EAL pupils supported in ensuring they are regularly engaging with English language	Progress against age related expectations
Emotional Literacy support	Raised confidence and self-esteem. Greater pupil engagement in the curriculum and improved behaviour for learning.	Systems, resources and skilled ELSA's to promote positive pupil attitudes in order to engage with learning.	Support received by PP children. Observation of PP children within school setting. Recorded incidents involving PP children. Intervention impact.

Uniform	Provide pupils with school uniform as set out in our school prospectus.	Uniform provided and therefore pupils feel a sense of belonging – one of our school's core values.	Attendance figures and behaviour incidents through SLEUTH (positive and negative)
Clubs	Opportunities are provided for breakfast at the start of the day for pupils to be able to focus on their learning. Pupils are provided with an opportunity to participate in an extra-curricular activity through learning to play an instrument and self–esteem is raised.	Pupils are focused and ready to learn in class. Confidence and self-esteem are raised enabling further engagement in whole school life.	Number of Pupil Premium children attending clubs.
Learning experiences including trips	Engaging pupils and increasing the real-life experiences which support their learning, leading to increased attainment.	Real life experiences which can be related to curriculum and develop spoken language. Increased self-esteem.	Pupil engagement in curriculum activity
Curriculum including interventions	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources. These should include a range of resources that can be used to support home learning – this may include bespoke resourcing based on individual pupils needs.	Resources enriched the curriculum and interventions provided. Prior low attaining pupils supported in meeting more curriculum expectations. EAL pupils able to develop language. SEN pupils appropriately resourced to engage in appropriate curriculum. activity.	Increased outcomes, attainment and progress made by pupils. PP support teachers appropriately equipped for interventions.
Home learning	Pupils engage with learning during the school holidays and weekends. Pupils have something to share and celebrate; building positive relationships. Pupils provided with all resources that they may need to	Children provided with learning materials which are available for home use. Pupils are learning outside of the classroom and develop a passion for learning. Learning is consolidated and pupils are confident in key skills, therefore supporting attainment	Work returned and celebrated with class teachers and PP lead. As a result positive relationships developed and self-esteem raised. Learning is consolidated and pupils are confident in key skills, therefore

	successfully work at home.	and progress.	supporting attainment and progress.
Personalised provision	Pupils are supported in achieving personalised targets.	Self-esteem and confidence in key skills developed.	Increased outcomes, attainment and progress made by pupils.

Date of next Pupil Premium Strategy Review October 2019.