

Pupil Premium Grant

St Mary's CE Primary School

2019 – 2020 (updated Sept 2019)

St Mary's CE Primary School, Yew Tree Road, Slough, Berkshire, SL1 2AR, <http://www.stmarys.slough.sch.uk>



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Pupil premium spending 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	April 2020
Total number of pupils:	673	Total pupil premium budget:	£151,800
Number of pupils eligible for pupil premium:	105	Amount of pupil premium received per child:	£1445

Rationale for expenditure

The (DfE) Pupil Premium Grant (PPG) provides funding for two policies: raising attainment of disadvantaged pupils of all abilities to reach their potential and supporting children and young people with parents in the regular armed forces. This is additional to main school funding, the Dedicated Schools Grant (DSG). It is allocated to schools to address underlying inequalities and access, between children eligible for free school meals (FSM), currently or in the past, and their peers, by ensuring that funding to tackle disadvantage reaches pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for 'free school meals' at any point in the last six years (known as 'Ever 6 FSM') and those who have been looked after by Slough Children's Services Trust, or similar, for 1 day or more, or who have been adopted from care, or left care under a special guardianship order residence order or child arrangement order. The Early Years Pupil Premium (EYPP), is for early years providers who are delivering the funding entitlement for 3 and 4-year-olds. The funding equates to up to £300 extra per year for each disadvantaged child who meets the eligibility criteria.

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In making provision for economically or socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are disadvantaged are registered or qualify for FSM. We therefore allocate the Pupil Premium Grant (PPG) funding to support any child, groups of PPG children or groups within which PPG children are working, that we identify as being disadvantaged, recognising all diversity in line with our equalities policy.

We are informed by the Department for Education (DfE) document, 'Pupil premium 2018 to 2019: conditions of grant'. Where 'looked after children' (CLA) are concerned, we work within 'Slough Virtual School's Children Looked After Pupil Premium Policy' (Sept 2016). Our school 'Pupil Premium Policy' is on the school website.

The grant may be spent in the following ways: for the purposes of the school i.e. for the educational benefit of pupils registered at that school; for the benefit of pupils registered at other maintained schools or academies; on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

Reporting online includes the pupil premium grant allocation amount; a summary of the main barriers to educational achievement faced by eligible pupils at the school; how we will spend the pupil premium to overcome those barriers and the reasons for that approach; how we will measure the effect of the pupil premium and the date of the next review of the school's pupil premium strategy.

STRATEGY STATEMENT

Accelerated progress is required for PP pupils in three key areas: reading, writing and maths. Allocated intervention time has been dedicated with particular focus on pupils who did not pass their phonics test in Year 1: short, regular sessions with our reading specialist teacher will address these needs initially. A large proportion of funding has been allocated to support the Access to Learning team to provide targeted interventions across KS1 and KS2 for reading, writing and maths. We also set aside funding to allow for additional small group tuition across the autumn and spring terms, delivered by Teachers and Higher Level Teaching Assistants and TAs. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. We also set aside funding to subsidize school trips, residential and extracurricular activities for PP pupils as well as to support families with purchasing necessary equipment for school such as reading bags, uniform, PE kits etc. We also set aside funding to purchase reading books for all PP pupil so that they have access to high quality reading material at home. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

St Mary's has identified the priorities for the pupils currently in receipt of Pupil Premium:

Achievement for disadvantaged pupils to be at least in line with national averages.

Gaps to be narrowed through targeted interventions and this demonstrated by national assessment of achievement

In-year progress of disadvantaged pupils to be tracked and effectiveness of actions evaluated

Priorities have been identified by:

Observing and tracking children to understand needs for interventions and actions

Analysing achievement data and progress at school, local and national level

Reviewing previous plans to assess success and whether to continue or cease actions

Assessing best value in the delivery of interventions and actions

Researching improvements

Identified barriers to educational achievement

St Mary's has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Low attendance for some PP pupils
- Access to supportive resources including online resources and quality reading material
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- Some have limited life experiences of positive outcomes with learning; they may be disengaged with school and lack a sense of enjoyment with learning.
- Some disadvantaged pupils experience a lack of safe, secure and/or nurturing home environments and experience difficulties before the start of the school day.
- Financial barriers for experiences and learning outside the home/school

Planned expenditure for current academic year Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
In-school interventions by Access to Learning Team (AtL) and Inclusion Team	Targeted to raise achievement in core subjects: mathematics, reading – decoding & comprehension, SPAG and writing Targeted pastoral support including ELSA and social, emotional interventions.	£34 000
After-school tuition	Targeted to raise achievement in core subjects: mathematics, reading – decoding and comprehension, SPAG and writing	£35 000
CPD	To develop core subject knowledge (Maths & English) and to support pupil wellbeing.	£5 000
Family Support Worker (FSW)	To help/ counsel children/families, reduce barriers to welfare, wellbeing & progress, esp. When requiring ‘Early Help’. Support families of disadvantaged pupils to provide safety, security & nurture.	£21 0000
1:1 reading support for all Y2 PPG children	To increase comprehension & raise reading achievement & enjoyment	£20 000
Value for money targeted expenditure and coordinated provision.	Higher profile of PPG, training and support for PPG Leads Effective leadership to promote & improve measures re. PPG spend	£6 000
Purchase of supportive educational resources	Increased English resources – high quality literature/ books for the class and school library & games (including volunteers’ ABC resources) and software licences for online learning: My Rising Stars Augment resources for maths & subscriptions and software licences for online learning: Mathletics	£3 000
	Support pupils to complete homework independently and develop skills to accelerate learning in class.	£3 000

Access to supportive, extracurricular resources	Weekly lunchtime provision for children who cannot access online at home. Identified PPG & other children put forward by teachers to have a weekly lunchtime session for 'Mathletics', a maths program & access homework support from Maths Lead	£2 000
Breakfast Club	To support children's start to the learning day and enable parents to access work opportunities.	£1 560
Reading volunteers	To address lower achievement by PPG than nationally in reading. Through 1:1 support and reading mentors	£500
Addressing low attendance	To reduce loss of learning by PPG children	£525
Reducing financial barriers, access & curricular enhancement and readiness	To increase cultural development, confidence and social skills and increase choices to explore and develop interests & aspirations.	£20 000
Total allocated spend		£ 151 585

Area of spend	Intended outcomes – why these approaches are taken	Actions
In-school interventions by Access to Learning (AtL) Team and Inclusion Team	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build 	<ul style="list-style-type: none"> • Regular reviews of interventions by teaching staff and AtL Lead • Regular communication between support staff and class teachers – individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – teachers and support staff to liaise with PPG Leads as

	<p>confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. Spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Priority reading with TAs if pupils are unable to read at home • Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> • Children selected by Standards Leaders/ Year Leads/atl team - this data-based after PPMs • Small-group & 1:1 interventions • Intervention cycle: x10 taught sessions + x1 prep + x1 review = 12 sessions, • Monitoring and review - 1hr p.w. After school, by AtL Team 	<p>necessary</p> <ul style="list-style-type: none"> • PPG Leads (AtL Lead & Inclusion Lead) to attend relevant staff meetings – up-to-date with school priorities, teaching strategies and national developments • Regular TA meetings with AtL Lead and Inclusion Lead – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Careful planning of interventions to be completed each half term/phase • TAs RAG rate provision map and complete impact statements to provide evidence of outcomes and plan for next steps
<p>After-school tuition</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • Monitored by tutors and forwarded to GW/ZB (PP Leads) by tutors at end of 12 week tutoring period, for review of impact and provision • Teachers and Standards AHTs to assess

	<p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> • Children selected by Standards Leaders/ Phase managers/atl team/teachers - this data-based after PPMs • Small-group & 1:1 interventions • Follows the intervention cycle: x10 taught sessions + x1 prep + x1 review = 12 sessions 1hr p.w. After school, by teachers, HLTAS, TAS, • Monitoring and review - 1hr p.w. After school, by AtL Team 	<p>children's progress in PPMs</p>
<p>Family Support Worker (FSW)</p>	<ul style="list-style-type: none"> • To help/ counsel children/families, reduce barriers to welfare, wellbeing & progress, esp. When requiring 'Early Help'. • Families will engage more with school & parents will be supported to help overcome difficulties affecting children's welfare & learning Children make better progress, be content & have improved wellbeing • Support families of disadvantaged pupils to provide safety, security & nurture. <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> • Identified YR-6 children/ families/ parents/ carers of disadvantaged pupils to receive support where progress issues or concerns arise re. Achievement, welfare, behaviour etc. This to be as needed or instructed. 	<ul style="list-style-type: none"> • FSW (DSL2i) & HT (DSL1) to monitor in weekly mtgs. re. children presenting concern and note improvements, discussion with PPG Leads & reflected against progress by AHT in PPMs • PP Leads GW&ZB/ HT RC/ DHT JG / SENDCo GW/ FSW MW /Class teachers to review progress termly and record improvements
<p>1:1 reading support for all Y2 PPG children</p>	<ul style="list-style-type: none"> • To address low achievement in reading comprehension. Increase challenge or remedy underachievement • To increase comprehension & raise reading achievement & enjoyment <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> • 1:1 reading and comprehension assessment with reading specialist for all y2 PPG children x1-2 p.w. To address low achievement in reading comprehension. Increase challenge or remedy 	<ul style="list-style-type: none"> • Reading specialist teacher, working within AtL Team to feedback assessment information to class teachers on ongoing basis and summarise improvements to Book Banding levels to ALT Lead and then PPG Leads

	underachievement	
Value for money targeted expenditure and coordinated provision,	<ul style="list-style-type: none"> Higher profile of PPG, effective leadership to promote & improve measures re. PPG spend <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> Project Co-ordination by PPG Leads & SLMT – support as needed from experienced leaders and external consultant. Atl Team SEND /Inclusion Team T&L Team 	<ul style="list-style-type: none"> PPG Leads to update 5PP x3 termly, this plan annually and meet with/ report to PPG governor x3-4 p.a. PPG Leads to update SLMT re. monitoring and evaluations of measures
Purchase of supportive educational resources Access to supportive, extracurricular resources	<ul style="list-style-type: none"> Increased English resources Increased resourcing for maths learning resources in class and at home, e.g. Online, maths play & Numicon Augment resources for maths & subscriptions and software licences for online learning: Support pupils to complete homework independently and develop skills to accelerate learning in class. Weekly lunchtime provision for children who cannot access online at home <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> To support individuals, groups and classes High quality literature/ books for the class and school library & games (including volunteers’ ABC resources) Software licences for online learning: My Rising Stars & Mathletics Identified PPG & other children put forward by teachers to have x1pw lunchtime session for ‘Mathletics’ maths program & access homework support from Maths Lead 	<ul style="list-style-type: none"> Curriculum Lead budget control – take up of materials and pupil & family feedback Monitoring of online use by teachers and Maths Lead, celebrated termly. Teacher-assessed progress online

Breakfast Club	<ul style="list-style-type: none"> To support children's start to the learning day and enable parents to access work opportunities. To promote good attendance and punctuality Pupils have time to complete homework tasks if unable to do at home Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> Capacity for 50 attendees each morning, including a percentage of PPG-eligible, able to take part in morning sessions & an affordable breakfast 	<ul style="list-style-type: none"> Inform parents of PP pupils that breakfast club available at no cost (encourage pupils to attend) Liaise with class teachers so TAs aware of homework that requires completion – if appropriate Purchase range of games/activities to support breakfast club
Reading volunteers	<ul style="list-style-type: none"> Targeted to raise achievement in core subjects: mathematics, reading – decoding & comprehension Volunteer 'ABC to Read' 1:1 reading mentors Who will get support and what will this look like? X3 PPG children per class decided by PPG Leads/ teachers/ Eng Standards Lead 	<ul style="list-style-type: none"> Teacher-assessed progress and pupil confidence. Achievement against NC year group objectives Standards AHTs to assess progress in PPMs with teachers and SLMT
Addressing low attendance	<ul style="list-style-type: none"> Addressing low attendance to reduce loss of learning by PPG children <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> Parents of PPG children whose attendance is/ has been weak or whose punctuality is regularly poor. Increased focused attendance support to 1.5 hours weekly. 	<ul style="list-style-type: none"> Office & HT to monitor in weekly mtgs. re. children presenting concerning attendance and note improvements, discussion with PPG Leads & reflected against progress by AHT in PPMs PPG children's attendance percentages to be closer to/ at 96%+
Reducing financial barriers, access & curricular enhancement and readiness	<ul style="list-style-type: none"> To increase cultural development, confidence and social skills and increase choices to explore and develop interests & aspirations. 	<ul style="list-style-type: none"> PP Leads GW/ZB (with HT, SBM & FSW) to track on ongoing basis Individual pupils

	<ul style="list-style-type: none"> • Subsidising e.g. Uniform, trips/ residential, events/clubs/ special purchases) • Training for staff to deliver specific social and emotional support (ELSA) and pastoral interventions for identified PPG pupils. • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence <p>Who will get support and what will this look like?</p> <ul style="list-style-type: none"> • Families to receive support for payments for experiences and learning in and outside the home/ school to increase access to curriculum & enhancement • Identified pupils who would benefit from targeted SEMH support 	<ul style="list-style-type: none"> • Leaders of trips/visits, when gathering pupil comments for curriculum evaluations, will gather those from PPG pupils and examples of achievement by them. • Clear protocols in place to ensure pupils are referred for correct ELSA programme • Regular opportunities for ELSA to feedback to relevant staff (and parents) • Liaison with SENDCo / FSW to identify pupils for ELSA and pastoral interventions • Reduction of disadvantage • Increased take-up, improved and increased life- experiences & self-confidence • Pupils equipped & able to participate fully & confidently in the curriculum
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How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at the end of each intervention cycle (12 weeks).

Pupil Progress meetings will be held termly with AHT, Year Leads, class teachers and PPG Leads. At the end of each interventions cycle, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups,

the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

Designated staff members in charge: Miss G. Wood (Inclusion Lead) & Mrs Z. Brotherston (AtL Lead)

Nominated governor: Damien O'Jeanson

Date of next Pupil Premium Strategy Reviews: November 2019, April 2020, July 2020