

Pupil premium strategy statement (primary)

1. Summary information					
School	St Marys CE School, Twickenham				
Academic Year	2016/17	Total PP budget	£41,000 based on 2016	Date of most recent PP Review	-
Total number of pupils	629	Number of pupils eligible for PP	33 (incl: 1 LAC 2 AC)	Date for next internal review of this strategy	July 2017

2. Current attainment (Year 6 Assessment – 2016)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36%	60%
% achieving in reading	73%	71%
Average score in reading	104.2	103.8
Progress score in reading (low prior attainers)	13.24	0.36
Progress score in reading (middle prior attainers)	2.52	0.35
Progress score in reading (high prior attainers)	6.04	0.30
% achieving in writing	36%	79%
Progress score in writing (low prior attainers)	-13.14	0.34
Progress score in writing (middle prior attainers)	-8.42	0.10
Progress score in writing (high prior attainers)	-2.77	0.11
% achieving in maths	91%	75%
Average score in maths	105.9	104.1
Progress score in maths (low prior attainers)	13.89	0.45
Progress score in maths (middle prior attainers)	4.04	0.26
Progress score in maths (high prior attainers)	1.46	0.17
% achieving in grammar, punctuation and spelling	100%	78%

Average score in grammar, punctuation and spelling	106.2	105.00
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3. 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*)

A.	Development of writing skills across all PP children and whole school - ability to apply new and known concepts to written genres and to develop spelling and vocabulary to develop writing skills and content.
B.	Behavioural and social and emotional needs of a small number of PP children impacts on their progression and learning.
C.	The additional needs of a number of children impacts on their progress and learning – 13 children (39% of PP children) are on our SEND Register, of which 4 (12% of PP children) have EHCPs.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Lower attendance rates than non-PPG children. 25% of PP children have less than 90% attendance.
E.	Home and family circumstances – currently several of the PP pupils are also classed as ‘vulnerable’ in other categories such as child protection. Of those eligible for pupil premium funding, some families report the challenges they face lead to children not completing homework, attending school without eating breakfast, poor attendance & punctuality and increased negativity at home.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Difference between PP pupil attainment and national attainment in English writing is diminished.	<ul style="list-style-type: none"> - that the tracking of children’s writing shows that PP children make the same or better progress than national at the end of Year 6. - that the internal tracking of children’s writing shows that PP children make the same or better progress than their peers.
B.	Difference between PP pupil attainment across RWM is improved so that the gap is diminished between PP pupils and their peers in school.	<ul style="list-style-type: none"> - that the internal tracking of children’s performance in RWM shows that PP children make the same or better progress than their peers.
C.	Attendance for PP children is in line with school expectations.	<ul style="list-style-type: none"> - that attendance and punctuality of PP pupils is at least in line with school expectations - no PP children are below 90% attendance - an open dialogue exists between PP parents that have attendance issues and the school so that issues can be discussed and resolved.
D.	Home circumstances are monitored and assistance given where possible. Parental confidence in the curriculum is boosted through support in school and lessons being provided for those parents that require more knowledge. Parents and children will engage fully in school life.	<ul style="list-style-type: none"> - parental confidence and knowledge is improved so that the children can be supported at home - parents read regularly to their children at home, engage in the curriculum and the furthering of knowledge - all PP children will take part in extra-curricular clubs

5. Planned expenditure

Academic year	2016-17
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve writing outcomes across the school.</p> <p>Increase end of KS RWM combined result.</p>	<p>Increased CPD for staff – external and internal INSET.</p> <p>Focused target setting across all English.</p> <p>Introduction of cold/hot task target setting.</p> <p>Greater focus on presentation to raise the profile of writing in school.</p>	<p>KS2 SATs results identified an area that required development.</p>	<p>Increased CPD for staff.</p> <p>Increased focus on writing through Pupil Progress meetings, teacher observations and book reviews.</p> <p>Monitoring of PP children through Pupil Progress and regular monitoring of books, teacher observation and monitoring of assessment.</p> <p>Cross moderation between classes, year groups, cluster schools and in Year 2 and 6 Trialling meetings.</p>	<p>HT DHT Classteacher TLR English</p>	<p>On going.</p> <p>Summer 2017 for SATS results (June 2017)</p> <p>Budget – taken from curriculum</p>
Total budgeted cost					-
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To provide targeted support across the whole school to support class teaching and to diminish the gap to their peers.</p>	<p>Individual 1:1 targetted sessions with PP teacher.</p> <p>Targetted intervention groups with the PP teacher and/or TA which will include:</p> <ul style="list-style-type: none"> • Pre-teaching of curriculum subjects • 1:1 sessions based on need identified by class teacher • Intervention groups • Extension groups 	<p>PP historically making less progress than peers.</p> <p>Support to be provided for targeted pupils to allow for individual or small group work to enable students to access/broaden the curriculum in all year groups.</p> <p>Behaviour and social challenges can reduce progress when in one type of environment only; this provides an opportunity to flourish in a different environment and structure.</p>	<p>Progress and attainment of children tracked and monitored through termly pupil progress meetings</p> <p>Observations, book scrutiny, pupil interviews, monitoring of planning by SLT and subject leaders.</p> <p>SENCO observes dedicated teaching.</p>	<p>Dedicated PP teacher (£18,400)</p> <p>Dedicated PP TA (£5,600)</p> <p>DHT</p> <p>Class teachers</p>	<p>On-going support</p> <p>Budget - £24,000</p>

To provide targeted English support to ensure children can develop basic English and maths skills to further diminish the gap.	Individual 1:1 targetted sessions with TA/SENCO.	The Five Minute and Number Box are tried and tested intervention solutions which help provide personalised learning and are excellent for children with English as an additional language (EAL) or children who need to develop mathematical skills. They work alongside any phonics or mathematical resource already in use. This approach compliments the general push in improving writing outcomes. It also compliments our maths outcomes and targets.	Progress and attainment of children tracked and monitored through termly pupil progress meetings Observations of TA interventions.	HLTAs TAs SENCO	Autumn 2017 Budget – £1,065
Additional provision for art therapy so that Children benefit from multiple SMSC elements, which in turns increase rate of progress. Providing access to early bespoke intervention.	Supplying art therapy for targeted children with a professional art therapist.	Art therapy has enabled targeted children to focus on school more effectively. SMSC elements are developed allowing children to grow, not just academically but also socially and emotionally, which in turn will be reflected in their academic progress. Behaviour and engagement improvements within class. Greater levels of attendance and engagement with the school.	Progress monitored through termly pupil progress meetings – PP children prioritised. Increased engagement in class as identified in lesson observations (SLT). Closely monitor social and engagement improvements through teacher/SENCO and SLT monitoring. Vulnerable children discussed at every fortnightly SLT meeting.	Therapists Teachers SENCO	Summer 2017 Budget - £9,000
To ensure that vulnerable children are protected from social media and that they are aware of the dangers and how to protect themselves.	Providing specialised lessons from a Borough expert aimed at upper KS2.	The rise of social media and availability of portable methods of communication has raised the level of risk with misuse of social media. The school has termly input but evidence shows that further specialist training will protect vulnerable children and raise their awareness of the dangers that exist.	Monitoring safeguarding issues relating to social media by teachers and CPOs.	CPOs Teachers	Summer 2017 Budget - £270
Total budgeted cost					£34,065

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the core and wider curriculum is supported through ensuring all PP children	Every school visit is paid for by the school. PP children have priority to	Enrichment of the curriculum and increased levels of engagement in their learning. Relationships developed between peers.	Monitoring of PP take up of after-school clubs. Monitoring report for trips and clubs maintained so that take-up can be accurately monitored.	Teachers Administrators	Summer 2017 Budget - £2,000

benefit from school visits and clubs.	join up to three school clubs per terms – no parental contribution is needed for PP children.	Increase in pupil engagement seen in lesson observations (SLT).	Pupil engagement as observed in school activities and classes.		
To ensure that the PP children can attend residential trips so that the social and educational benefits are experienced.	Residential trips in Year 4 and Year 6 will be paid for by the school.	Enrichment of the curriculum and increased levels of engagement in their learning. Relationships developed between peers. Increase in pupil engagement seen in lesson observations (SLT).	Pupil engagement as observed in school activities and classes.	Year 4 and 6 teachers	Summer 2017 Budget - £2,000
To ensure that PP children receive the correct nutrition so that they are better prepared to learn.	To offer milk to all PP children at first break.	To ensure children are fed so that they are best prepared for learning. Milk is provided every lunchtime for all PP children.	Progress and attainment monitored termly through Pupil Progress meetings – PP children prioritised. Pupil engagement as observed in school activities and classes.		Summer 2017 Budget - £450
To improve motivation and engagement for disadvantaged pupils.	Focused money dedicated and tailored for the child's needs as directed by the class teacher/SENCO. Resources targeted already include: Chewbuddies Phonics Bug Alphablocks Deep pressure vest. School uniform	Enrichment of the curriculum and their own interests resulting in increased levels of engagement in their learning. Increase in pupil engagement seen in lesson observations (SLT).	Pupil engagement as observed in school activities and classes.	Teachers SENCO SLT	Budget - £3,300 (£100 per child) Children's uniform - £750
Total budgeted cost					£8,500