

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St Marys CE School, Twickenham				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£44,000	<b>Date of most recent PP Review</b>	Ongoing
<b>Total number of pupils as at beginning of 2017/18</b>	651	<b>Number of pupils eligible for PP as at beginning of 2017/18</b>	32 (incl: 1 LAC 3 AC)	<b>Date for next internal review of this strategy</b>	April 2018

2. Current attainment (Year 6 Assessment – 2017 – Year 6 cohort consisted of 2 PP children)		
	<i>Pupils eligible for PP (St Mary's)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	0%	61%
<b>% achieving in reading</b>	50%	71%
<b>Progress score in reading (low prior attainers)</b>	N/A	+0.47
<b>Progress score in reading (middle prior attainers)</b>	-3.41	+0.34
<b>Progress score in reading (high prior attainers)</b>	N/A	+0.28
<b>% achieving in writing</b>	100%	76%
<b>Progress score in writing (low prior attainers)</b>	N/A	0.47
<b>Progress score in writing (middle prior attainers)</b>	1.54	0.17
<b>Progress score in writing (high prior attainers)</b>	N/A	0.13
<b>% achieving in maths</b>	50%	75%
<b>Progress score in maths (low prior attainers)</b>	N/A	0.58
<b>Progress score in maths (middle prior attainers)</b>	-1.77	0.30
<b>Progress score in maths (high prior attainers)</b>	N/A	0.20
<b>% achieving in grammar, punctuation and spelling</b>	100%	77%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</b>	Behavioural and social and emotional needs of a small number of PP children impacts on their progression and learning.	
<b>C.</b>	The additional needs of a number of children impacts on their progress and learning – 15 children (47% of PP children) are on our SEND Register, of which 4 (12.5% of PP children) have EHCPs.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lower attendance rates than non-PPG children. 19% of PP children have less than 90% attendance (reduced from 25% in previous year).	
<b>E.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Difference between PP pupil attainment and national attainment in English writing is diminished.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- that the internal tracking of children’s writing shows that PP children make the same or better progress than their peers.</li> </ul>
<b>B.</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"> <li>- that the internal tracking of children’s performance in RWM shows that PP children make the same or better progress than their peers.</li> </ul>
<b>C.</b>	Attendance for PP children is in line with school expectations.	<ul style="list-style-type: none"> <li>- that attendance and punctuality of PP pupils is at least in line with school expectations</li> <li>- no PP children are below 90% attendance</li> <li>- an open dialogue exists between PP parents that have attendance issues and the school so that issues can be discussed and resolved.</li> </ul>
<b>D.</b>	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"> <li>- parental confidence and knowledge is improved so that the children can be supported at home</li> <li>- parents read regularly to their children at home, engage in the curriculum and the furthering of knowledge</li> <li>- all PP children will take part in extra-curricular clubs</li> </ul>
<b>E.</b>	PP children are given the opportunity for one-to-one teaching by a qualified teacher so that the gap is diminished and PP children are given the greatest opportunity to succeed and achieve at least the same levels as non-PP children.	<ul style="list-style-type: none"> <li>- that teaching resources are allocated and that areas taught are identified as areas where any gap can be closed</li> <li>- PP children achieve at least the same or better progress than their peers</li> </ul>

5. Planned expenditure					
Academic year	2017-2018				
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 in English specifically.</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>Targeted teacher input – booster – see below.</p>	<p>KS2 SATs results identified areas for 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 Class teacher TLR English</p>	<p>Termly</p> <p>Interim review Spring 2018 to ensure any gaps are identified and diminished so that end of year results reflect improvement.</p> <p>Final review Summer 2018 – SATs/TA All year groups monitored for progress in closing gaps.</p> <p><b>Budget – taken from curriculum</b></p>
<b>Total budgeted cost</b>					-

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?
To provide targeted support across the school to support class teaching and to assist in diminishing the gap between PP and non-PP children.	<p>Individual 1:1 targeted sessions with PP teacher.</p> <p>Targeted intervention groups with the PP teacher which will include:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of curriculum subjects</li> <li>• 1:1 sessions based on need as identified by class teacher</li> <li>• Intervention groups</li> <li>• Extension groups</li> </ul> <p>Targeted intervention by teachers and DHT through booster sessions.</p>	<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 enabling students to access/broaden the curriculum in all year groups and make increased progress.</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>Targeted sessions for Year 6 – breakfast sessions (DHT and Year 6 teachers).</p> <p>Booster sessions for Year 2</p> <p>Targeted interventions for under performers.</p>	<p>Dedicated PP teacher in KS1 and KS2 (£18,400)</p> <p>DHT</p> <p>Class teachers</p>	<p>Each half term.</p> <p>Review at Pupil Progress meetings and SATs/TA results (all years).</p> <p><b>Budget - £18,655</b></p> <p><i>Specific review of overall costs to see if this can be increased in-year – Spring 2018.</i></p>
To provide targeted English support to ensure children develop English and maths skills to further diminish the gap.	Individual 1:1 targeted 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/English skills. They work alongside any phonics or mathematical resource already in use.	<p>Progress and attainment of children tracked and monitored through termly pupil progress meetings</p> <p>Observations of TA interventions.</p>	<p>HLTAs</p> <p>TAs</p> <p>SENCO</p>	<p>Interim review Spring 2018.</p> <p>Final review to be made Summer 2018</p> <p><b>Budget – £1,065</b></p>

Provision for art therapy or the Anna Freud intervention so that Children benefit from multiple SMSC elements, which in turn increase rate of progress.  Providing access to early, bespoke intervention.	Supplying art therapy for targeted children with a professional art therapist.  Attendance at the weekly Anna Freud family group.	Art therapy/AThe Anna Freud group 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.  Increased support for parents.	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	Ongoing review.  Final review to be made Summer 2018  <b>Budget - £9,000</b>
To ensure that vulnerable children are protected from social media and that they are aware of the dangers and how to protect themselves.	Continued support 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.  Review whether extra support needed.	CPOs Teachers	Ongoing  <b>Budget – as part of the curriculum</b>
<b>Total budgeted cost</b>					<b>£28,720</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
To ensure that the core and wider curriculum is enhanced through ensuring all PP children benefit from school visits and after school clubs and opportunities.	Every school visit is paid for by the school.  PP children have priority to join up to three school clubs per terms – no parental contribution is needed for PP children.	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).	Monitoring of PP take up of after-school clubs. Monitoring report for trips and clubs maintained so that take-up can be accurately monitored.  Pupil engagement as observed in school activities and classes.	Teachers  Administrators	Spring 2018  <b>Budget - £3,285</b> (Trips - £2,000) (Clubs - £1,285)
To ensure that the PP children 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	Ongoing review but full review of policy in Summer 2018  <b>Budget - £3,000</b>

<p>To ensure that PP children receive the correct nutrition so that they are better prepared to learn.</p>	<p>To offer milk to all PP children at first break.</p>	<p>To ensure children are adequately fed so that they are best prepared for learning. Milk is provided every lunchtime for all PP children.</p>	<p>Progress and attainment monitored termly through Pupil Progress meetings – PP children prioritised.</p> <p>Pupil engagement as observed in school activities and classes.</p>		<p>Ongoing review of take-up.</p> <p>Final review Summer 2018</p> <p><b>Budget - £450</b></p>
<p>To improve motivation and engagement for disadvantaged pupils.</p>	<p>Focused money dedicated and tailored for the child's needs as directed by the class teacher/SENCO.</p> <p>Resources targeted already include:</p> <ul style="list-style-type: none"> <li>• Chewbuddies</li> <li>• Phonics Bug Alphablocks</li> <li>• Deep pressure vest.</li> <li>• School uniform</li> <li>• Christmas St Mary's SING CD</li> <li>• Specific SEN resources targeted at PP children</li> <li>• Theraputty</li> </ul>	<p>Enrichment of the curriculum and their own interests resulting in increased levels of engagement in their learning.</p> <p>Increase in pupil engagement seen in lesson observations (SLT).</p>	<p>Pupil engagement as observed in school activities and classes.</p>	<p>Teachers SENCO SLT</p>	<p><b>Budget - £3,200 (£100 per child)</b></p> <p><b>Children's uniform - £750</b></p> <p><b>SEN resources - £450</b></p>
<p>To provide up-to-date and specific support for LA/Adopted children.</p>	<p>SLT to attend courses resulting in an action plan to support the school's drive to become an Adoption Friendly school.</p> <p>To develop a school-wide awareness of interventions/procedures that would highlight those areas of support required for children who are adopted, looked-after children or have an attachment diagnosis to make the necessary progress.</p>	<p>Introduction of research based interventions and actions to ensure the whole school is Adoption Friendly.</p> <p>School Task Force created to implement all policies, procedures and interventions.</p> <p>Increase in pupil engagement and attainment seen in lesson observations and pupil progress (SLT).</p>	<p>Progress and attainment monitored termly through Pupil Progress meetings – Adopted and LAC children prioritised.</p> <p>Pupil engagement as observed in school activities and classes.</p>	<p>Headteacher SENCO SLT Teachers TAs</p>	<p>Review Summer 2018</p> <p><b>Budget – no specific course costs (6 day course).</b></p> <p><b>£225 – membership to Adoption UK.</b></p> <p><b>Cost to release two members of staff for the 6 day course absorbed in staffing budget.</b></p>
<b>Total budgeted cost</b>					<b>£10,075</b>