



St. Margaret Mary's RC Primary School

Pupil Premium Strategy 2018-2019

Number of pupils on roll	360 Nov 2018
Number of pupils eligible	78
% of pupils eligible	21%
Total PP received	£95,826

Identified barriers to educational achievement

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

- Access to language – especially from a lack of exposure to books
- Access to extra -curricular activities – Enriching experiences such as educational visits, music tuition
- Attendance & punctuality
- Communication – a lack of quality social communication with adults and peers
- Emotional well-being -pupils with specific social and emotional needs which affect their learning
- Access to a sufficient, healthy breakfast and mid-morning snack
- Support for learning at home

Rationale for expenditure

As identified in the 2017-18 impact report, accelerated progress is required for PP pupils in both Key Stage 1 and 2 – Years 2, 5 & 6 specifically, with a focus on both low and high attaining PP pupils. Additional TA hours have been allocated to provide further support to PP children across the age phases in both classes & outside of conventional school hours, including Breakfast Booster Clubs & Homework/Revision Clubs.

A particular focus also includes in-class support for PP children with specific learning needs. The funding also allows the school to afford to pay for educational visits, Outdoor Residential trips, after-school enrichment clubs, MfL and music tuition. In doing so we are able to provide wider learning opportunities, life experiences and enrich the lives of these children, as well as ensuring that their academic attainment & progress is the very best that it can be & in-line with their peers. This personalised & focused curriculum builds confidence & provides the best grounding possible for all. St Margaret Mary's has allocated funding to pay for these additional expenses

throughout the academic year. We are also aware of the high importance of attendance & how this is crucial to ensuring pupils are able to achieve. From this we – subsidise amongst other things a breakfast for PP children, as well as paying for additional catering staff to support this. This has been found to have a real impact upon improving attendance& allowing us to meet our targets, as well as providing pastoral support. In using PPG funding to support our PP pupils & families we are making a significant impact on the social and emotional wellbeing these families & will continue to maintain this in 2017-2018. Educational Psychologist & Speech & Language Therapy sessions for PP SEND pupils has also been identified & allocated for the coming year, to support the school in ensuring that these children are receiving appropriate funding and support.

Area of spend	Focus	Total allocation
Better Reading Recovery TA 5 afternoons per week Resources needed to deliver programme	Outcomes of pupils Teaching and Learning – Reading and communication	£10,500
Additional Teaching Support	Outcomes of pupils Teaching and Learning - English and Maths	£35,000
Additional TA support in classes	Outcomes of pupils Teaching and Learning - English and Maths	£45,000
Additional Specialist Teaching (MFL/Music)	Outcomes of pupils Teaching & Learning Personal Development, Behaviour & Welfare	£7,000
English, Maths & EYFS Consultant	Outcomes of pupils Teaching and Learning – reading, writing & mathematics	£7,500
Additional Tuition (Eng & Maths)	Outcomes of pupils Teaching and Learning - English and Maths	£5,000
Subsidise breakfast clubs & mid-morning snack Provide additional staff hours to prepare, serve & supervise	Personal Development, Behaviour and Welfare	£2500
Access to After-School Clubs for all PP 3 evenings per week 1 x teacher 4 x TAs	Outcomes of pupils Teaching and Learning - English and Maths Personal Development, Behaviour and Welfare	£5,500
Educational visits Y6 Residential Trips - Hinning House in the Lake District Subsidise Educational Visits & Enrichment across all year groups	Personal Development, Behaviour and Welfare Outcomes of pupils Teaching and Learning – all subjects	£6,000
Breakfast club & Booster Interventions 5 mornings per week 4 x TAs	Personal Development, Behaviour and Welfare	£3, 420

SLA for Educational Psychologist	Personal Development, Behaviour and Welfare Outcomes of pupils Teaching and Learning – all subjects	£5,500
1 x Speech & Language Therapist to provide 3 afternoons a week targeted interventions	Personal Development, Behaviour and Welfare Outcomes of pupils Teaching and Learning – English & Mathematics	£4,000
	Total PPG received	£95,826
	Total expenditure	£136,920
	PPG remaining	-£41,094

Area of spend	Intended Outcomes	Actions
English, Maths & EYFS Consultant x10 days	<ul style="list-style-type: none"> • Improved attainment outcomes in Reading, writing & maths for high and low attaining PP pupils in EYFS, Years 2, 5 & 6 • Improved engagement of Pupil Premium children with their work • Diminish the difference between Pupil Premium pupils and others • To provide a stimulating, engaging, text-rich curriculum which excited and engages • Staff Training & CPD for staff to improve the teaching of reading & writing to enrich the curriculum & engage reluctant writers. • Use of Staff Training to extend higher attaining children • Prepare pupils for future learning in order to build confidence and establish higher lever starting points for the next academic year • We will maintain writing outcomes at Key Stage & Key Stage 2 to be more in line with Reading and Maths • We will aim to Increase the number of Greater Depth writers working 	<ul style="list-style-type: none"> • English, Mathematics & EYFS Co-ordinators to carefully map-out the delivery of the curriculum alongside consultants & staff & monitor the impact and outcomes of pupils with HT • Carefully choose & ensure that the reading texts are engaging, challenging, age appropriate & current/exciting. • Improve & enhance classroom libraries with exciting, engaging & current texts • English Co-ordinator to provide Consultant with joint partnership & school priorities • Mathematics Coordinator to work with Consultant as Teacher of Excellence & liaise with Teaching School Alliance • SLT to meet with classteachers termly, alongside SEND Co at pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • SLT and class teachers to focus upon the needs of all pupils & adjust teaching to cater for these • All staff to regularly review class groupings and liaise with • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes

	<p>through Key Stage 1 & Key Stage 2</p> <ul style="list-style-type: none"> • Pupils will feel equipped to be able to approach greater depth levels of work across the curriculum • Provide writing opportunities in other subjects • Children to build and establish a bank of varied and ambitious vocabulary in their writing 	
Area of spend	Intended Outcomes	Actions
Better Reading Recovery teacher 5 afternoons per week Resources needed to deliver programme	<ul style="list-style-type: none"> • To accelerate progress & diminish the difference between PP Pupils & others in reading. • Increase pupil confidence in reading • Improve fluency of reading • Improve competency of retrieval & reading skills. • Pre-teaching in order for children to meet end of year expectations 	<ul style="list-style-type: none"> • Targeted children to complete a term of intensive reading intervention • Assessments both prior to starting and also on completion to monitor progress • English Co-ordinator and class teacher to ensure that regular feedback is given and any necessary follow-up actions are put into place
Area of spend	Intended Outcomes	Actions
Additional TA support in classes providing a range of support & interventions	<ul style="list-style-type: none"> • Provide support within lessons for Pupil Premium Pupils to improve understanding of learning in core subjects of reading, writing & mathematics. • Enable priority activities for pupils unable to complete reinforcement at home. • Provide consolidation of concepts in writing units, grammar, spelling, calculation strategies & reading, with time for application of this. • Provide confidence & boost self-esteem of pupils to support 	<ul style="list-style-type: none"> • TA timetables carefully planned by SLT/class teachers • Clear communication between staff to ensure targeted support (including SENCO & SLT) within & outside of lessons. • Clear communication outlining key learning needs & high expectations. • Careful planning to make best use of TA interactions with PP pupils incl; Breakfast Booster, morning work, registration & afternoon interventions (Timetabling). • Close regular tracking of the progress that is made, passing-on key assessment information. • SENCO monitors & observes interventions, providing regular feedback regarding targets, strategies, next steps & use of resources • Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality.

	<p>progress & attainment.</p> <ul style="list-style-type: none"> • Small group/1:1 Interventions planned to cater for individual needs of Pupil Premium Pupils, including reading, spelling, speech & language, maths & handwriting. • Provide pre-teaching opportunities to prepare pupils for lessons & future learning in order to build confidence and give higher level starting points to learning. • Priority reading with TAs if pupils are unable to read at home • 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 	
Area of spend	Intended Outcomes	Actions
Additional Teaching Support	<ul style="list-style-type: none"> • Deployment of additional teaching support to provide targeted support for staff & Pupil Premium Pupils. • Including small group sessions that ensure PP pupils are at least in-line with their peers at the end-of Early Years, Key Stage One & Key Stage Two. • Targeted support & planning of interventions that the difference is diminished between Pupil Premium pupils & others. • Provide consolidation of concepts in writing units, 	<ul style="list-style-type: none"> • Carefully plan for & deploy additional teaching support in key year groups, supporting PP pupils. • Small group sessions with targeted intervention planned for & evaluated by SLT/classteachers carefully monitoring of the impact of this. • 1:1 tuition & booster sessions in the afternoon provided. • Pupil Progress meetings track the impact of this

	<p>grammar, spelling, calculation strategies & reading, with time for application of this.</p> <ul style="list-style-type: none"> • Provide confidence & boost self-esteem of pupils to support progress & attainment. 	
Area of spend	Intended Outcomes	Actions
Educational Visits Residential Trips-with children visiting Hinning House – Lake District Outdoor Residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in residential trips at the end of Y6 & all school trips and residential trips • Learning is supported by trips that are carefully planned to widen life-experiences of all pupils & enhance the school’s curriculum • Social skills, independence, perseverance and team-work are developed through participation in the Outdoor Residential trip to Hinning House. 	<ul style="list-style-type: none"> • Letters to inform parents that there is no cost for PP pupils • Teachers made aware of equipment available – can approach parents if appropriate to offer help and support in acquiring items for the residential •
Area of spend	Intended Outcomes	Actions
Purchase of Maths and English homework schemes	<ul style="list-style-type: none"> • Provide opportunities for children to consolidate learning • Improved progress and attainment in maths and English • Encourage children to take responsibility for their own learning • Provide a clear focus for homework tasks for teachers. 	<ul style="list-style-type: none"> • Purchase of CGP Schemes for pupils • Monitor children handing in their homework • Remove barriers to learning at home by offering homework club to all pupils in Y6 & other key identified groups • Hold meeting for Parents & provide information about completed homework & how support can be provided.

Area of spend	Intended Outcomes	Actions
Breakfast Booster Clubs 5 mornings per week 1 x teacher 4 x TAs	<ul style="list-style-type: none"> • To promote good attendance and punctuality • Ensure that children have had breakfast in order for children to be able to concentrate on their learning • 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) 	<ul style="list-style-type: none"> • Inform parents of PP pupils that breakfast club is 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 • Support in completion of tasks set and preparation for teaching/consolidation of learning
Area of spend	Intended Outcomes	Actions
SLA for Educational Psychologist	<ul style="list-style-type: none"> • PP pupils to receive the appropriate support and funding required to identify learning needs & barriers • Assessment of children's individual learning needs provides specific guidance • Outcomes for PP pupils improve through more personalised teaching and learning • 	<ul style="list-style-type: none"> • Liaison between SEND co-ordinator and Ed Psych to ensure that school are meeting the needs of the children • Teachers and SEND co-ordinator regularly review and discuss individual children • Pupil Progress Meetings identify needs of PP pupil, progress being made & next steps
Area of spend	Intended Outcomes	Actions
Additional Specialist Teaching MfL & Music Support (x2) - MfL Club - Instrumental Tuition (Guitar/Keyboard)	<ul style="list-style-type: none"> • Music support provided by One Education with Pupil Premium pupils receiving the opportunity to learn/play a musical instrument alongside members of staff & external provider. • Opportunity to take part in school choir & complete activities from this. • Social skills are developed through accessing tuition after-school. • Feeling of self-worth & 	<ul style="list-style-type: none"> • Audit & purchase of musical instruments • Access for pupils & parents to receive tuition after-school through One Education & Teaching Assistant tutoring. • Analyse & monitor number of pupils accessing the wider opportunities. • PP Pupils identified to take part in MfL after-school enrichment sessions/activities & playing of musical instruments • Arrange for pupils to share their work with other children, parents & the wider school community. • Pupils to take part in festivals & competitions.

	<p>celebration of talents & achievements.</p> <ul style="list-style-type: none">• Pupils are fully supported by learning resources being made available to them• Experienced MfL specialist employed to support curriculum provision & provide French After-school provision for PP Pupils	
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