

2018 – 2019 Pupil Premium Strategy Statement Review St. Mary's CofE (VA) Primary School, Woodham Ferrers.



Pupil premium strategy statement review (2018-2019)

1. Summary information					
School	St. Mary's CofE (VA) Primary School				
Academic Year	2018-2019	Total PP budget	£10,180 based on £1,320 allocation for each child entitled to PP, £300 for each service child, £2,300 for LAC or previously LAC	Date of most recent PP Review	March 2019
Total number of pupils	45	Number of pupils eligible for PP	7	Date for next internal review of this strategy	September 2019

2. Current attainment		
<ul style="list-style-type: none"> To note – numbers of children are very small and, in some cases, are below the threshold to be noted as a “meaningful group” (Ofsted, p189 “there will be some groups that are too small for group-level reporting to be meaningful.”). Data groups are under DoE published group number. A number of children noted in the data will fall within several “vulnerable” groups, for example children with special needs 	<i>Core pupils eligible for PP (St. Mary's) – data for academic year 2018-2019 has been averaged for all pupils for whom there is data available for the academic year</i>	<i>Pupils not eligible for PP – Date for academic year 208 – 2019. Data has been averaged for all pupils for whom there is data available for academic year.</i>
% making progress in reading (steps in brackets indicate progress against the school's expectation of 5 steps).	89% (making average of 8.8 steps)	57% making a class average of 5.24 steps)
% making progress in writing (steps in brackets indicate progress against the school's expectation of 5 steps).	89% (making average of 3.9 steps)	73.2% (making aa class average of 4.36 steps)
% making progress in maths (steps in brackets indicate the school's expectation of 5 steps).	100% making an average of 4.07 steps)	62.8% (making a class average of 5.08 steps)
% making progress in reading in EYFS over the course of the year (expected 6 steps)	100% (making an average of 3 steps)	88% (making class average of 7.5 steps)
% making progress in writing in EYFS over the course of the year (expected 6 steps)	100% (making an average of 7 steps)	88% (making class average of 7.5 steps)
% making progress in maths in EYFs over the course of the year (expected 6 steps)	100% (making an average of 6 steps)	88% (making class average of 7.6 steps)

Please note that the July (end of year) data includes part year progress data for 12 children as they joined through the academic year 2018 – 2019.

Outcomes for end of Key Stage SATs has not been included as groups would make the children identifiable due to small groups.

3. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>The individual needs of the pupils entering EYFS will be addressed in order that their targets are met and the pupils make at least the expected amount of progress (six steps) over the year.</p>	<p>Develop and embed individualised learning passports which identify individual pupil need and spend allocation alongside impact. Ensure that provision is made to support learners (resources/intervention etc.)</p> <p>Review staff CPD standard and log and ensure that training to meet identified need is current and that staff are using the outcomes of training to improve pupil outcomes.</p> <p>Using data and learning passports, alongside Assertive Mentoring and barriers documentation, review provision and resources, updating when need is identified.</p> <p>Continue to access resources and support to enhance the teaching and learning provision in this area as it specifically relates to the pupils in receipt of pupil premium funding.</p>	<p>“Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional month’s progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising that increasing quantity of provision or changing the physical environment of the early years setting” (EEF, 2018)</p> <p>Evidence suggests that children’s experiences in early years strongly influences their outcomes in later life, across a range of areas (for example health and social behaviour to employment and educational attainment).</p> <p>The evidence continues to suggest that the most positive impacts are achieved with the support of families followed by good quality EFYS provision which has the next largest impact on children’s development by the age of 5. The evidence strongly shows that this is particular important for disadvantaged children (Ticknell Independent Review).</p> <p>Therefore, considering the evidence (above) our school needs to address the issues noted via the steps given in order to offer a high quality and stable provision</p>	<p>Parent/carer participation in passport meetings has been very good. Within this year group, all meetings were attended by pupils, parents and staff.</p> <p>Once home and school barriers to learning were identified alongside other vulnerabilities (including special needs and attendance) the system impacted positively on attitudes towards school. Due to the personalised provision, resources purchased were relevant (in the main) to the individual, rather than to groups.</p> <p>Individualised needs of the children, having been identified, were addressed and progress (not outcomes), was good overall with 7 steps being made in writing and 6 in reading for this group. Less progress was made in reading and this will continue to be addressed using this system (alongside other, in school systems) as the children continue through the school.</p> <p>It is difficult to compare the outcomes for all “other” children against those in receipt of pupil premium due to the size and complexity of needs within the cohort.</p> <p>Further lessons learnt relate to the effectiveness of holding passport meetings (for this year group) very early in the term. The timing of the meetings need to be considered carefully to ensure that the school has all of the appropriate evidence (baselines completed etc) whilst identifying need early enough to ensure appropriate and targeted action takes place in a timely manner.</p> <p>The CPD provided tended to focus on specific subject or areas rather than towards the needs of pupils in receipt of pupil premium. Whilst, observationally, this had a positive impact on teaching (with an increasing number of triangulated monitoring activities grading provision positively). However, it is less clear whether it had a direct impact on outcomes for children for whom Pupil Premium funding is received. This will be addressed throughout the next academic year.</p> <p>In relation to this desired outcome, 50% of pupils in receipt of pupil premium funding achieved age related expectations in each of the subjects of reading, writing and maths and 37.5% in the combined subject outcomes. This compares with 61.5% of all other children in this group. The average combined progress for the pupils in receipt of pupil premium funding for this group was 5.3 steps and for the whole group 7.1 steps. As previously noted, the area with less progress and lower outcomes was reading. However, a “deep dive” into this data has identified anomalies relating to needs and to the changes within the cohort throughout the year.</p>

			<p>As a result of the initial outcomes of this strategy, the school will continue to identify and address individual need and apply the appropriate targets and actions that directly relate to the barriers affecting individual pupils. The system will continue to be refined to ensure that it is fit for purpose and meets the objective for which it was introduced.</p>
<p>Improved teaching and learning for all pupils in receipt of Pupil Premium funding will result in improved outcomes. At least 57% of pupils will achieve or exceed their targets (year group and individually specific), there will be few gaps in learning (when compared to previous years).</p> <p>Quality First teaching and learning in all curriculum subjects will enable learners to receive targeted intervention and support that develops aspirations, confidence, progress and outcomes.</p>	<p>Using the National CPD Standard, subject and area information, audit knowledge of staff for identified curriculum and areas (e.g. pupil premium) Using audit results, develop CPD plan to address the needs to pupils in receipt of Pupil Premium through in-house and external CPD</p> <p>Continue to embed Pupil Premium specific monitoring and act on individual need for resources having considered gaps in knowledge.</p> <p>Using the individual needs passport and the SEN passport, review individual needs termly, meeting with teachers, parents and senior team.</p> <p>Purchase resources and equipment linked with any identified need above.</p> <p>Research appropriate ICT related resources and evaluate fitness for purpose. Purchase as appropriate.</p>	<p>Contextual, in school evidence demonstrates that where children have “gaps” in learning, for example a specific skill or progressive step, they find it difficult to apply appropriate strategies to problem solving and reasoning. They also find it very challenging to access the more advanced aspects of the curriculum as they progress through the school. This lack of knowledge/understanding is reflected in test and assessment scores over a period of time and consequently, needs to be addressed by the school.</p> <p>When considering using digital technology, where it is deemed appropriate, the school has consulted with the EEF Toolkit (2018) which notes that studies have consistently found that digital technology is “associated with moderate learning gains: on average, an additional four months’ progress.” The same Toolkit also provides evidence to suggest that one to one tutoring and individualised/small group instruction can be effective with some of these strategies delivering approximately five additional months’ progress.</p> <p>Contextual (in school) evidence demonstrates that where children have “gaps” in learning, for example a specific skill or progressive step, they find it difficult to apply appropriate strategies to problem solving and reasoning. They also find it very challenging to access the more advanced aspects of the curriculum as they progress through the school. This lack of knowledge/understanding is reflected in test and assessment scores over a period of time and consequently, needs to be addressed by the school.</p>	<p>Whilst the target was stretching and challenging, it is important to note that changes throughout the year and ongoing individual need impacted on these targets. 37.5% of the pupils (in receipt of pupil premium funding) achieved age related in all three core subjects (reading, writing and maths). In years Reception – Year 5, an analysis of this data identified pupils noted that there were specific barriers which prevented age expectations being achieved. These are being individually addressed. Due to the small numbers in this group, it would be inappropriate to identify these needs in this, public, document.</p> <p>Progress towards individual targets identified through the Passport meetings (and previously Assertive Mentoring meetings) has been more positive with an average of 67% meeting these targets. The targets tended to reflect individual barriers as well as attainment outcomes (attitude, attendance, uniform, behaviour for learning, homework completion and core subject progress and outcomes). The provision was closely linked to individual need which was addressed with overall parental support and engagement.</p> <p>Overall progress in all combined areas, across the school was greater for pupils in receipt of Pupil Premium than for all pupils.</p> <p>Gaps in pupil knowledge are being addressed and, overall, the gap for all pupils is closing. There has been a focus on core skills and basic curriculum knowledge, teaching and learning to ensure that pupils are able to use this learning to access all areas of the curriculum.</p> <p>As quality first teaching is of paramount importance, there will continue to be a focus on providing support for teachers to continually improve and refine their practice in order that they provide the best education, care and support for all pupils, specifically those in receipt of Pupil Premium funding.</p> <p>It should be noted, here, that the vulnerabilities affecting the school at the current time have impacted on staff stability and, as a direct consequent, expertise about individual children. For the 2019 – 2020 academic year, there has been a change of permanent staff.</p> <p>In addition to the lessons learnt, it should be noted that the wider curriculum experiences were impacted by the low uptake of pupils in receipt of Pupil Premium taking part in extra curriculum taking part in extra-curricular activities outside of the school day (14% for part of the year). A review of the reasons for this lower uptake</p>

will be undertaken but should be considered as a part of the capital cultural provision and experiences that the school offers.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Identified pupils in receipt of Pupil Premium that are identified as being in one or more other “vulnerable” group (for example SEN or more able etc), will make accelerated progress and be supported to access targeted learning activities that enhance mastery skills and enable them to make accelerated progress.</p> <p>This will mean that 57% of PP pupils will achieve end of year/key stage expectations.</p>	<p>Subject/area leads (PP and SEN etc) to review systems and procedures and develop new/enhance systems so that pupil needs are dovetailed, producing new documentation etc. if appropriate.</p> <p>Disseminate new practice with staff, parents/carers and children. Using outcomes from linked meetings and monitoring (as noted above), identify appropriate support staff and systems that will support learners to make the expected or more than expected progress.</p> <p>Purchase resources/allocate resources as appropriate. Investigate and evaluate mastery level interventions and teaching aids, specifically in reading and maths.</p> <p>Purchase and allocate as appropriate. Investigate (using pupil</p>	<p>As above. On average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches (EEF, 2015)</p>	<p>This outcome should be reviewed and targets put in place to continue to address it next academic year.</p> <p>The passport system, introduced for pupils in receipt of Pupil Premium funding, were introduced fully throughout the year and there were a number of refinements that were undertaken throughout the process to ensure that they were the best that they could be.</p> <p>It would be inappropriate to discuss the individual needs of this particular group of children due to the small numbers within the group. However, the passports evolved to include the necessary aspects of the IEP paperwork that the school historically used. This has meant that there is a concerted focus on the needs of the individual child at all levels and includes all barriers to learning which can be discussed and supported by all those (in school) involved with the individual child.</p> <p>It has been good to identify the exact spend from each area (SEN/Pupil Premium etc) which enables the school to clearly and specifically identify the impact of spend for individual pupils and enabled the school to avoid any, unnecessary, duplication. Therefore, staff have been able to focus on the needs of the individual. In addition, by supporting the identified pupils and their parents to articulate their concerns and needs, the school has been further able to support pupils to overcome individual barriers.</p> <p>Whilst the school has made good progress with this target, historic data collection has been sporadic. Therefore, the school will need to collect more data in the foundation areas to ascertain needs and talents across the wider curriculum.</p>

	<p>data and barriers as a starting point) appropriate phonics, maths and reading interventions to support those learners that need extra support.</p>		
<p>By combining and/or dovetailing provision allocated through all “vulnerable group” provision, the school expects that pupils in receipt of pupil premium funding who are not expected to meet end of year expectations will close the gap between their outcomes when compared with the outcomes of all pupils will close (when compared to the same period last academic year).</p>	<p>Subject/area leads (PP and SEN etc) to review systems and procedures and develop new/enhance systems so that pupil needs are dovetailed, producing new documentation etc. if appropriate.</p> <p>Disseminate new practice with staff, parents/carers and children. Develop systems to embed involvement of parents in pupil passports.</p> <p>Embed new monitoring procedures to ensure that individual passport requirements are met.</p> <p>Purchase work schemes and resources that link to individual passports. (see also behavioural barriers, below)</p>	<p>There have been a number of historic and some ongoing behavioural challenges which, when fully addressed, will enable those concerned to make at least good progress if the above research is accurate.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group, the group, the better (Switch on Reading, 2016)</p>	<p>Please see above information regarding passports.</p> <p>Observational evidence and informal pupil discussion has demonstrated an improving Growth Mindset and engagement. In addition the use of the “bricks analysis” has demonstrated that the pupils are becoming more adept at identifying their own needs, barriers and successes.</p> <p>Whilst progress for pupils in receipt of Pupil Premium funding has been positive when compared with all other children in the school, outcomes are not yet meeting national expectations for pupils at the end of primary schooling in all subjects (see previous information on data and progress). However, as previously noted, there are other contributory factors.</p> <p>The school will continue to monitor and review this provision.</p>
<p>Pupils in receipt of Pupil Premium funding will have access to high quality oral language interventions (where appropriate) that enable them to develop speaking, listening and vocabulary skills. As a result, pupils will be</p>	<p>Investigate and audit specific need. Purchase resources that meet needs of individuals.</p> <p>Implement support programmes (LSA run) to enhance language and oracy Purchase Talk</p>	<p>The EEF (2018) suggests that studies “of oral language interventions consistently show positive impact on learning, including on oral language skills and on reading comprehension.</p> <p>It goes on to suggest that interventions which are directly related to comprehension or problem-solving appear to have a greater impact.</p>	<p>Staff have been formally trained to use Talk Boost (alongside other in house training and support). Where pupils in receipt of Pupil Premium funding undertook Talk Boost, the outcomes were positive. It would be inappropriate to comment on the individual outcomes for pupils due to the group size and the possibility of identifying individual children.</p> <p>In addition, the school had to wait until sessions were available for training. Therefore, only one full session ran last academic year.</p>

<p>observed to formulate ideas into clear thought and writing and reading outcomes will demonstrate an improved accuracy and an upward trajectory of results (from previous years).</p>	<p>Boost for KS1 and KS2 to act as a starting point for addressing need, as required.</p>	<p>Reviews of school assessment data suggest that developing spoken language should be a priority as some pupils are finding it challenging to access the curriculum and the increasingly more complex vocabulary associated with it.</p>	<p>Due to the importance of oral language this provision will continue into the next academic year.</p>
<p>Pupils in receipt of Pupil Premium will benefit from appropriate individual, class and whole school support and systems that enable them to address social, emotional and behavioural barriers to learning.</p> <p>The impact of perceived and real issues on learning will be reduced when comparing data relating to this area to previous years (individual and whole school).</p>	<p>Continue to implement Restorative Justice fully. Research the “triggers” regarding behavioural barriers and develop systems/resources to address individual need.</p> <p>Purchase “Reach for the Stars” as a system for developing confidence.</p> <p>Embed interventions to address learning need. Purchase outdoor/Forrest School learning to raise self-esteem and address barriers to learning. Staff CPD to embed knowledge and understanding of Trauma and attachment theory</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF, 2018) By addressing behavioural and social issues within the school community, it is believed that the school can support pupils to raise attainment and, more importantly, self-esteem.</p> <p>Studies of adventure learning interventions consistently demonstrate positive benefits on academic learning as well as on non-cognitive outcomes (e.g. self-confidence). EEF (2018) (see also above regarding small group and individual tuition).</p>	<p>Overall, there has been a significant improvement in behaviour in all areas of the school (as noted by external and internal moderation exercises). There are some high level behaviours (which are individually supported). Impacting on learning.</p> <p>Low level behavioural occurrences are rare. Behaviour logs concur with this finding. Overall, the behaviour policy has had a positive impact on all pupils. However, overall, pupils need to develop Growth Mindset strategies and develop less passive learning strategies.</p> <p>Pupils in receipt of Pupil Premium funding have not cited behaviour (apart from 1 response which stated that they didn’t like pupils talking) in their barriers to learning discussions.</p> <p>This, individualised, strategy will continue next year as a part of the behaviour strategy.</p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>Pupils in receipt of Pupil Premium funding will demonstrate attendance and persistent absentee data that is at least above 95% (attendance data) .</p>	<p>Develop attendance policies and procedures</p> <p>Embed quality tracking, monitoring and accountability systems and structures.</p>	<p>Evidence states that “The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e.</p>	<p>Due to the small numbers of children within the school, attendance is a whole school issue. At the end of last year, overall attendance for all pupils was 92.2%. This was impacted by a small number of individual factors.</p> <p>Pupils in receipt of Pupil Premium funding’s attendance was 93.82%. This is higher than all other children within the school but was affected by individual circumstances.</p>

<p>Persistent absentee data will demonstrate a significant decline from the previous year's.</p>	<p>Apply the systems and structures to all pupils, but in particular those pupils in receipt of pupil premiums.</p>	<p>every extra day missed was associated with a lower attainment outcome." (DfE, 2016).</p> <p>Evidence from school data suggests that a high proportion of pupils in receipt of pupil premium funding (overall) have been subject in the last year to attendance interventions.</p>	<p>The use of the individual support strategies and interventions (to support pupils to overcome barriers) in consultation with school and Local Authority has been positive and impacted on attendance outcomes for pupils in receipt of Pupil Premium funding.</p> <p>Through the attendance strategies, this approach will continue next year.</p>
<p>The relationship between home and school will be enhanced and parents/cares will articulate, verbally and through survey that they feel able to work collaboratively with the school in order to enhance the educational outcomes of their pupils and the engagement with their children in school life.</p>	<p>Staff CPD on having "difficult conversations."</p> <p>Embed pupil passport and Assertive Mentoring.</p> <p>Develop homework/work clubs and workshops for parents. Embed SMT "surgeries" to support parents/cares if they need to access senior staff. Work with staff and parents to discuss and find solutions to barriers.</p> <p>Develop and embed support systems in order to ensure that pupils have the targeted support that they require (e.g. clubs etc).</p>	<p>Sutton Trust 2017 noted that poorer pupils get less homework help. By default, this could mean that the pupils at our school in receipt of this funding are at a disadvantage as much of the "over learning" is done through homework provision. "In the primary age range, the impact caused by different levels of parental engagement is much bigger than variations in the quality of schools.</p> <p>The scale of this impact is evident across all social classes and ethnic groups." (Desforges and Abouchar , 2003) The school therefore, wishes to reverse the trend and ensure that parents are fully involved with their children's school and work and has carefully considered how to overcome the barriers identified.</p>	<p>78% of the parents for whom passport meetings were arranged attended. This was a pleasing figure. Where they did not attend, the meetings went ahead and reports were kept.</p> <p>As with all aspects of school data, the data is affected by the small group sizes in the school.</p> <p>The number of pupils achieving age related expectations has improved over the course of the year. However, mobility within the school has impacted on this (see data).</p> <p>There have been no complaints regarding the expenditure or provision of Pupil Premium resources and the approach to Pupil Premium provision from parents/carers of children in receipt of Pupil Premium this academic year.</p> <p>Due to the importance of joint working between home and school, this approach will continue next year.</p>