

St Mary's Catholic Primary School - Pupil Premium Review October 2019

Pupil premium funding was introduced in 2011 to raise achievement among disadvantaged children. It is allocated to children from low-income families who are eligible for free school meals (FSM) and children who have been in the care of the local authority for more than six months. At present pupil premium funding (PPF) is extended to those who have been eligible in the previous 6 years.

Amount of money spent

2017 to 2018 Allocation

Number of pupils on role	305 (September 2018)
Total number of pupils eligible for PP grant	19
Amount of PPG received per pupil	£1320
Total received	£23760

2018 to 2019 Allocation

Number of pupils on role	305 (September 2019)
Total number of pupils eligible for PP grant	24
Amount of PPG received per pupil	£1320
Total received (in principle)	£31680

Provisions for the spending of PPF during 2018 to 2109

In St Mary's school the pupil premium allocation has been spent on a range of foci;

Literacy and Numeracy College:

'Literacy College puts us one step ahead and makes us professionals when we go back to class' – Year 6 pupil 2018

Children work in small groups in the college to develop and extend their reading writing and maths. The teaching is delivered by two very experienced teachers. Lessons are both outside and at times within English and Maths lessons. These are usually weekly but at different times so the children do not always miss the same subject in class. Parents are kept informed regularly. Duration is dependent upon progress made and can range from half a term to two terms. These groups also include other disadvantaged children who require more support with maths and English.

In addition Literacy and Numeracy College has provided;

- bespoke provision based around individual need
- pre-learning in all subjects areas
- 1:1 spelling programme, 1:1 times table support
- Extra resources to parents to support learning out of school
- Enrichment trips
- Book Clubs with Maidenhead Library
- Book loaning from LC Library
- Maths SATs booster groups
- Grab bags/breakfast provision for children who have not received breakfast at home
- LC Star in Merit assembly
- LC displays

Parent Support Advisor:

Parent Support Advisor (PSA) offers out of class pastoral as well as behavioural support. Home issues can often manifest as classroom/playground issues and may have an impact on children's ability to learn. Liaison between the parent support advisor and the school as well as feedback from meetings with parents ensures that the teacher is

fully versed with any issues at home and can be made aware of these within any classroom decisions whether behavioural or pastoral.

Pupil Premium Summer Activities:

St Mary's school was one of a group of schools to offer a short summer activity package to pupil premium children. Supported by the Borough of Windsor and Maidenhead children shared an athletics activity days based at Altwood Secondary School. We were able to secure places for 5 children.

Year 6 Children attainment in KS2 SATs

The DfE publish attainment and progress data. The progress measures show the progress that pupils make from the end of key stage 1 to the end of primary school. They are a value-added measure which means that the pupils' results are compared to those of other children with similar prior attainment.

(Scaled score of 100 equates to 'secondary ready' expected standard up to a maximum score of 120. Source FFT Aspire)

Year 6	Maths	Progress points	Reading	Progress Points	Writing (Teacher assessment)	Progress points	GPS	Progress points	Overall Progress
1	101	+3.4	99	+3.3	91	-2.7	103	+6.5	+3.4
2	111	+0.2	114	+4.1	103	-3.9	115	+2.9	+2.1
3	105	+1.4	97	-6.7	91	-11.0	100	-5.3	-2.6
4	94	-9.6	110	+6.3	103	+1.0	115	+9.7	-1.6

On average pp children scaled scores were;

	Maths	GPS	Reading	Writing (Teacher assessment)	Reading & maths	Progress
Pupil Premium	103	108	105	97	103.9	+0.3
Whole cohort	106	107	106	100.6	106	+ 2.2
National	105	106	104		104.5	

Nationally in 2019 51% of disadvantaged pupils reached EXS in reading, writing and maths compared to 71% of all other pupils. In RBWM area this was 35%.

1. What are the barriers to learning?

Often parents are doing their best in very difficult circumstances. As a result the barriers to learning amongst PP children within St Mary's are many and varied and are largely addressed in a personalised manner. The school tries to achieve the best possible outcome for every child in order that they make progress across each year and achieve to the best of their ability A lot of thought goes into tailoring pupil premium activities and the school adopts a bespoke approach to accommodate children's needs..

Long parental working hours where children move from one family member to another in order to receive child care and this impacts on a child's routines for reading and completing homework.

For some children paying for uniform, equipment and school trips may affect their ability to access and enjoy the school day. The PPF helps purchase some of these items when appropriate. For some children being at

school on time, ready to work, having had a chance to complete homework is not the norm. With some shared access arrangements children can arrive very late or not at all.

2. How do we determine success?

The success criterion depends upon the year group. In Year 2 teacher assessment judgement is made according to a secure fit of most aspects of the curriculum. In year 6 children are tested by means of external tests (SATS) which have very prescriptive descriptors in order to gauge success. In these years the children's success is allied to these descriptors which are published by the government. The school recognises that all children learn in different ways and may not make an even amount of progress across the year stages but make every effort to ensure that progress is made at the end of year 2 and year 6. However, as expected, the standard required to reach the 100 scaled score of 'expected standard' has gradually increased.

In Year 1 the school has regard to the EYFS profile in assessing the progress and attainment made in year 1 and thus will have an awareness of the expected progress by the end of Year 2. In years 3, 4, and 5 teachers will refer back to the KS1 assessment information in order to ensure that all children, PP children included, achieve at least expected progress from this point.

Aspirationally, St Mary's is endeavouring to base targets in the top 10% of schools but teachers recognise that a child's achievement does not follow a straight line. Throughout the school, children are encouraged to develop a growth mind-set and, with carefully structured activities that mirror the independent learning expectation in secondary school, the children gradually develop a more mature approach to their learning. As a result, children become more independent, assertive and well-motivated learners that delight in engagement with the learning process.

3. To what extent has there been a focus on specific groups of pupils' e.g. high ability, EAL, and adopted children?

All these groups have been represented in the last academic year although in very small numbers. The particular needs of each child are carefully considered in order to ensure that any strategy for use of funding will have the maximum effect. Teachers and teaching assistants are constantly reflective about their approaches and responses to those children who may have experienced problems reacting, not only to their peers but also adults in the teaching environment. Some children will benefit from working with different adults beyond their usual classroom experience in order to make progress. Focus is on individual need and enrichment opportunities that children will benefit from that acknowledges their disadvantaged situation.

4. What evaluation has there been of which current approaches are working well and whether better approaches could be used?

Teachers have been expected to evaluate the benefits of different strategies used for each child and reflect this in their planning. Particularly successful aspects proved to be;

- Literacy and Numeracy College where experienced teachers worked with individual and small groups of children with both independent work and material from class teachers. This was costly and may be impacted by budgetary constraints in the future.
- Quality First teaching - small group working with an experienced teacher.
- In class grouping with a teaching assistant to provide specific planned support yet encouraging independence.
- Involvement of Parent Support Advisor/ELSA who is able to work with children and parents according to need.

- Conscious grouping of children who may set a good example and offer peer support in encouraging positive learning behaviours – the results depend on the awareness and maturity of each child.
- Development of self-esteem, confidence and progress
- Enrichment trips and visits
- Pupil conferencing which fed into the overall plan for provision
- Communication with teachers to enable pre-learning and the opportunity to revisit concepts.

In addition our evaluation has been in response to the pupils receiving this extra opportunity:
What has been your favourite lesson/topic in Literacy College (LC) this year?

- Book Club – The Bolds, Grandpa’s great Escape, The Curse of the Bogle’s Beard, The terrible Thing that happened to Barnaby Rocket
- Practical/interactives games
- Being able to work in the small group
- Trips (see above)

In what ways does coming to Literacy College help you in class?

- Small groups makes learning easier – less people/less busy
- Comprehension – to understand texts more
- Grammar – word classes like abstract noun
- SATs GPS paper – LC has helped a lot with this
- Helped me to get to a higher stage in reading
- It helps me understand tricky words because in LC we discuss tricky words
- Our word rings – I use these in class to help me with spellings, CL and FS and other punctuation
- It helps me to be brave
- It helps when we do our English back in class

Do you like having a separate LC book?

- (resounding) YES!

How do know how to improve your work in LC?

- Yes from discussions and feedback
- I like to look back at my previous work for clues
- By using the good words we’ve learnt and putting them in new work
- When we’ve read a book we use some of these words in our own writing.
- I read the comments to myself to see what I need to do next

5. What focus has there been on different approaches and how these build as an effective coherent strategy?

The first part of the strategy to maximise the use of PP funding was the identification of the particular needs of each PP child. The 2019 OFSTED Framework looks for the most disadvantaged children to be placed at the centre of curriculum planning and St Mary’s is developing strategies and themes to fulfil this need. It is a gradual process in order that existing successful planning is incorporated into the new curriculum. Teachers will have identified PP children within their records and are identified within the school tracking system. Careful grouping of other children with whom a PP child may work is key in order to ensure that children with similar needs may benefit. Regular revisions ensure that the needs of the children are at the heart of any decisions.

The Teaching and Learning Committee of the Governing Body discuss school data and PP progress anonymously, sharing the evaluations of the strategies chosen and the potential ways forward.

6. Which approaches are not yet having the desired impact but could deliver impact if things were done differently or staff received support to develop?

Teachers are continually reflective about their decisions with regard to all children's learning but major decisions as to specific interventions or actions relating to a PP child are linked to the provision map each team creates at the start of the year. In this way the reasoning behind any decisions is carefully considered and opportunities for new thinking encouraged.

Areas for future development:

- Parental Involvement – Whilst the majority of parents are interested and actively involved in their child's learning there are some who do not contribute to daily reading or weekly homework. Workshops and parents meetings are offered and a weekly newsletter is sent home.
- Any avenue whereby parents can be encouraged to become partners in their child's education will be explored. Friends of St Mary's (FoSM) are actively engaging in supporting a Parent Council for the academic year 2019 to 2020.
- To find ways to engage with parents who find the education system a challenge.
- Behaviour management – good learning behaviour is crucial. The Parent Support practitioner can work with children and parents to improve these behaviours. Strategies need to help parents appreciate that the offer of help is not a personal criticism but a way to help their child and their family life.
- To continue to encourage class teachers to target pupil premium children for positions of responsibility and outside activities.
- Each Maths teacher in Power Maths groups to be aware of pupil premium children in their class and to make sure they receive support
- Literacy College teacher to support some children in class where appropriate.
- EAL provision alongside pupil premium support developing a Polish parent mentor
- Joined up approach whereby close liaison with SEND and assessment lead with class teachers to ensure that all information is shared and acted upon
- To look for ways for LC work to be displayed around the school and within each class.
- LC will be built around the children's specific needs
- Transition to supporting children in their whole class setting at key points of their writing journey e.g. composition and editing
- Investigate new opportunities for PP children on wider school trips to embrace opportunities for pre-learning.
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7. Which approaches are unlikely to deliver impact and should be withdrawn.

Every year the approach to PP must remain flexible and whilst different strategies are used with different children, staff must be aware of the specific needs of each child. No strategy will be disregarded if it has been effective in other circumstances but discretion is always used to ensure that money is spent appropriately and to support learning. There will be no further Numeracy College from September 2019 as each year group will have smaller maths classes with Power maths.

Sandra Barry
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