

## St Mary's Catholic Primary School - Pupil Premium Review September 2018

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	309
Total number of pupils eligible for PP grant	25
Amount of PPG received per pupil	£1320
Total received	£33000

### 2018 to 2019 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

### Provisions for the spending of PPF

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.

#### *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.

#### *One to one tuition:*

Here an individual pupil receives tuition outside the class. This may also be outside normal lessons.

#### *Small group tuition:*

Intervention teaching in small groups can support children by extending learning, improving confidence and in closing gaps in learning. It can also be used for focus teaching of more challenging topics. This may be run by a teacher or an experienced teaching assistant following plans prepared by the teacher.

#### *Behaviour Interventions:*

These seek to improve attainment by reducing challenging behaviours. Parental involvement and ELSA involvement may support these approaches. Three broad categories are provided;

- Universal programmes which seek to improve behaviour which are usually classroom-based.
- More specialised targeted programmes with issues that might cover behavioural and academic issues.
- School level approaches to develop a positive school ethos and improve discipline leading to a greater engagement in learning.

*Language Support:*

Those children with one or more additional languages may require extra support to broaden their understanding of English and to extend their vocabulary. The benefits are greater if parents are prepared to speak in English to their child at home.

*Collaborative learning:*

In these learning tasks /activities students work together in small groups to complete clearly assigned collective tasks. A very structured approach with well-designed tasks this has consistently positive results.

*Digital technology:*

The use of digital technology where appropriate to support learning can be used to offer problem solving opportunities, open ended learning or for accessing learning platforms during lessons.

*Feedback:*

Increasingly, the effective use of feedback between teacher/ teaching assistants and pupils regarding learning experiences and performance is part of the daily curriculum. It may be in a variety of forms: verbal, written, through tests and digital results.

*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 send 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. Progress points are generated by Insight tracking'

Year 6	Maths	Progress points	Reading	Progress Points	Writing (Teacher assessment)	Progress points	GPS
1	86	-12.55	98	0.74	WTS	-5.69	94
2	102	0.6	105	5.23	EXS	3.77	109
3	104	-0.5	101	-1.6	EXS	0.94	104
4	104	2.6	100	0.23	EXS	3.77	102
5	97	-6.05	103	0.54	EXS	1.33	109

On average pp children scaled scores were;

	Maths	GPS	Reading
Pupil Premium	98.6	103.6	101.4
Whole cohort	107	110	106
National	104	106	105

## **1. What are the barriers to learning?**

The barriers to learning amongst PP children within the school are many and varied and are addressed in a personalised manner. The school wants the best possible outcome for every child in order that they make progress across each year and achieve to the best of their ability.

The return of an absent parent and the arrival of a new baby can affect a child's understanding of their role in the family. Long parental working hours where children move from one family member to another in order to receive child care can impact 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. For some parents social activities or holidays are seen as a greater priority than the child's education.

## **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. 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 evaluate the strategies used for each child and reflect this in their future planning. The successes of different aspects are as follows;

- Most successful – the Literacy and Numeracy College where experienced teachers work with individual and small groups of children with both independent work and material from class teachers. This is very 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.
- Behaviour support – this does need to be supported by parental involvement. If parents do not buy into the plans, the impact lessens.
- 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.

**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 must be the identification of the particular needs of each 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 structure.

Teachers will have identified PP children within their mark books and these are included within the school tracking system. This may include suggested groupings of other children with whom a PP child may work in order to ensure that other children with similar needs may benefit. Regular discussions are held with teachers, teaching assistants, the Senior Management team, including the SENDCO and the Inclusion Manager to ensure that strategies chosen are effective and maximise the use of PP funding. Regular revisions ensure that the needs of the children are at the heart of any discussions.

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.

- To find ways to engage with parents who do not value education.
- 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.

**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.

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