

# St Mary's

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Church of England Primary School

Kirkby Lonsdale



**Pupil Premium Strategy**  
2016-17

Honesty

Trust

Respect

Perseverance

Responsibility

## Pupil premium strategy statement:

1. Summary information					
School	St Mary's CE School				
Academic Year	2016/17	Total PP budget	£17,660	Date of most recent PP Review	Oct 2016
		Number of pupils eligible for PP	12	Date for next internal review of this strategy	Dec 2016

2. Current attainment		
Attainment for KS2: 2015-2016 (4 pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	75%	69%
% achieving expected standard or above in reading	75%	69%
% achieving expected standard or above in writing	100%	81%
% achieving expected standard or above in maths	100%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low self confidence, low ambition
B.	Poor basic maths skills
C.	Poor reading/writing skills (phonics)
<b>External barriers</b>	
D.	Lack of parental support – Parent engagement and personal support
E.	
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p><b>A.</b></p>	<p>Participation in activities which boost self-awareness and confidence</p> <p>Sporting opportunities provided to develop access to training eg music/sport depending on the needs of the pupil</p> <p>Think tank provides opportunities to discuss issues and develop responsibility</p>	<ul style="list-style-type: none"> <li>• Higher self-confidence contributes to pupil engagement and motivation for learning.</li> <li>• Pupils celebrate their achievements in school with peers</li> <li>• Access to sporting activities provides talents to be discovered and celebrated as a result pupils feel engaged within the class and not isolated</li> <li>• Think tank provides space to give pupils strategies to manage dyslexia and/or spelling problems</li> </ul>
<p><b>B.</b></p>	<p>Improved maths skills through intervention support enables pupils to access learning</p> <p>Maths progress within year and SATS</p> <p>Maths assessments prior to and after intervention</p>	<ul style="list-style-type: none"> <li>• Gaps in mathematical knowledge are improved to ensure pupils are able to access learning</li> <li>• Pupils with PPG make progress at least in line with non ppg and in line with national average.</li> <li>• 1:1 support provides personalised learning to address gaps in learning</li> </ul>
<p><b>C.</b></p>	<p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS</p> <p>Pupil Progress Meetings to monitor support</p>	<ul style="list-style-type: none"> <li>• Think tank enables children to have strategies to support spelling issues including dyslexia</li> <li>• Writing intervention improves language and enables discussion to ensure PPG pupils achieve in line or greater with National Average achievement</li> <li>• Increased reading opportunities provides</li> </ul>
<p><b>D.</b></p>	<p>Parents are more equipped to support their children and work with school to provide support with learning</p> <p>TA engagement with families in the mornings to provide support in the am</p> <p>Planners introduced to provide increased communication</p>	<ul style="list-style-type: none"> <li>• Planners/Home school books to support communication</li> <li>• TA support in the am to bridge arrival from home/school</li> </ul>

## 5. Planned expenditure

Academic year

2016/17

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

*With few pupils receiving pupil premium and this varying between, post LAC, LAC, FSM and Military PP, the needs of the individual are identified and personalised programmes identified. There are some common threads where pupils have similar needs eg, progress in reading, maths and writing. However each child is treated individually and provided with support which meets their specific family situation and needs.*

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?
Children are able to talk about their feelings and develop strategies to manage spelling issues/dyslexia	Think tank lessons are regular  Pupils will have opportunities to share and celebrate their success	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	SENCO	January 2017
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. This will be the 3 <sup>rd</sup> year of working the programme. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard. I will see lessons in the Monitoring programme and interview children about purposeful learning.	HT	September 2016

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	DHT	September 2016

## 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 ensure pupils make appropriate progress from KS1 starting points or baseline assessment on entry to school	1:3 additional tuition support focus: reading and maths	A significant few children have difficulties with self confidence, some of whom have received counselling from both young carers and/or a family support worker.  Building on this we have provided academic support on a more personal level to build up their self confidence	From January – May pupils will receive additional teacher support 1 x 1 hour per week in both reading and maths.  There will additional after school support 1 x hour per week for target groups to support the gaps in learning.	HT	April 2017

Pupils with Dyslexia and Language difficulties	Think Tank provides support including IDL opportunities, strategies and support to improve writing skills and self-confidence.  Writing groups to target language development and vocabulary extension.	Pupils' spelling and language is consistently low and is demonstrated both in their oracy skills and in writing.	<ul style="list-style-type: none"> <li>Individual targets set for pupils will be tracked and assessed</li> <li>IDL tracking and assessment to monitor specific</li> </ul>	DH/SL T	Dec 2016 April 2017 June 2017
Accelerate progress of all PPG pupils	Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths	Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all	<ul style="list-style-type: none"> <li>Groups will be tracked termly and assessment information analysed</li> <li>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</li> </ul>	SENC O	Dec 2016 April 2017 June 2017
Improve and maintain communication to enable pupils to make the transition from home to school.	TA morning provision to support and enable PPG pupils to make a home – school transition.	Pupils' confidence and engagement in lessons is improved by providing pupils with time to talk prior to participating in learning.  This proved to be very successful with two PPG pupils who were also at risk. This time enabled the children to become calm after a turbulent morning or night. It also provided time to talk and share concerns.	<ul style="list-style-type: none"> <li>TAs/teachers discussions</li> <li>Lessons observations</li> <li>Home school planner communication</li> <li>Improved behaviour for learning</li> </ul>	HT	Dec 2016 April 2017 July 2017
<b>6. Review of expenditure</b>					

<b>Previous Academic Year</b>	<b>2015/16</b>			
<b>Funding</b>	<b>£21,490</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Accelerated progress in writing for pupils</p> <p>TA writing groups supported Y3-6 to build long term development of language</p> <p>Enable children to access activities and rich experiences to build self-confidence and enhance learning experiences</p>	<p>Writing group support to provide tailored package to improve language and writing skills.</p> <p>Targeted writing groups and spelling through small group work</p> <p>Support planned access to sporting, musical or residential activities to develop self confidence.</p>	<p>100% of PPG pupils achieved expected standard in writing. Pupils supported one another and the group provided teacher led support to enable pupils to develop language to develop and improve writing.</p> <p>Pupils throughout Year 3-6 made significant and secure progress in writing</p> <p>In communication with parents, develop a plan to nurture PPG pupils' talents to boost confidence.</p>	<p>The collaborative group provided individual personalised learning which enabled pupils to develop their language.</p> <p>As a result they improved their writing skills to a significantly higher standard from the Year 6 baseline assessment. Importantly pupils were able to build their confidence to believe they could write and for a purpose.</p> <p>Improved TA training to deliver new programmes ensured that staff were able to develop pupils' knowledge of sentence structure and imaginative writing. This in tandem with IDL software and Think Tank ensured that pupils with dyslexia were provided with a planned route to improve spelling.</p> <p>Pupils have accessed sporting activities or music lessons which would not be typically available. As a result their confidence to engage and celebrate their talents has improved. Indirectly this has improved their behaviour for learning and engagement in academic development.</p>	<p>Writing Intervention <b>£6,698.25</b></p> <p>Think Tank <b>£1.010.01</b></p> <p>Counselling - <b>£385</b>  Music - <b>£592.00</b>  Sport – <b>£867.30</b>  Visits - <b>£42.73</b>  ASC - <b>£360.00</b></p>

## 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)	Cost
<p>Improved staff training ensures high quality intervention</p> <p>Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.</p> <p>Provision Map ensures that pupils and interventions are monitored and supported by Senco/HT.</p> <p>Pupils are able to access activities to support self confidence</p>	<p>Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils.</p> <p>IDL software programme targets those with spelling difficulties.</p> <p>Additional 1:3 support provides individual self confidence improvement</p>	<p>Pupils with Statements/EHCP did not make expected progress for very particular and specific reasons.</p> <p>Pupils with PPG attained expected standard except in one situation for reading.</p> <p>Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.</p>	<p>Secure baseline on entry for mobile pupils and mobility policy ensures that pupils arriving to school within Year 5 and 6 are supported appropriately and as soon as possible.</p> <p>Integrated interventions provided targeted support and addressed gaps in learning, especially for maths and writing. The focus on imaginative writing and language extension assists in this.</p> <p>Individual learning plans based on additional 1:3 programme for maths and writing.</p>	<p>Maths Intervention <b>£6,698.25</b></p> <p>Individual Software Support <b>£490</b></p> <p>Tuition and additional 1:1 support <b>£5355.45</b></p>

## 7. Additional detail

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