

St Mary's Catholic Primary School



Pupil Premium Provision Strategy September 2019

Introduction:

St Mary's Catholic Primary School was judged as Good across all categories in the most recent Ofsted Inspection. This is against a backdrop of serving a highly deprived locality. Pupils encounter many barriers to education and learning. However, a 'No Excuse' culture is deeply embedded at St Mary's to ensure that no child is left behind. Our vision is clear to all: *"Our expectations for our school and pupils are 'Limitless'"*.

The pupil premium is additional funding allocated to schools to help support disadvantaged students, closing the attainment gap between them and their peers. At St Mary's Catholic Primary, Pupil Premium is funding allocated to students who are currently children looked after (CLA), eligible for free school meals or who have been eligible for free school meals at any point in the last six years. This equates to 34% (94/277 students) of our pupils from Reception to Year 6 (though this figure could change during the course of the year.). The funding has contributed to a wide range of resources designed to maximise student potential in every possible way, e.g. the development of high calibre teachers, strong pastoral support and opportunities for extended school activities (Academic Study Groups/clubs).

Pupil Premium Policy

Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

Background:

The pupil premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to raise the attainment of disadvantaged pupils of all abilities so that they can reach their potential.

The Government have used pupils entitled to free school meals, children of service personnel and children looked after as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for Free School Meals (FSM) at any time over the last six years. School funding is as follows: for those who have received FSM in the past 6 years - £1,320; for looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £2,300; Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order - £2,300.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment and narrow the gap.

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020; some or all of it may be carried forward to future financial years.

Provision:

In order to meet the above requirements, the Governing Board of St Mary's Catholic Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed.

We have raised staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis and lesson observations. Pupil progress meetings identify any year group or class that is underachieving and any intervention needs are addressed. Attendance interventions are on-going and figures for this group show the difference has closed compared to that of other children over the last four years.

Reporting:

The Governing Body will be informed of the impact of the work of the school on disadvantaged pupils. An annual statement regarding how funds have been used and the attainment of disadvantaged pupils will be published annually on the school's website

Impact of 2018/19 funding on attainment and achievement, punctuality and attendance.

The total funding allocated for 2018 –2019 was **£165,000**. The number of pupils funded with this money was 95.

END OF KEY STAGE RESULTS FOR 2019

EYFS GOOD LEVEL OF DEVELOPMENT	DISADVANTAGED	50%	Outcomes for disadvantaged pupils slightly below that for disadvantaged pupils nationally.
	OTHER	79%	
	NATIONAL (disadv.)	56.5%	

YEAR 1 PHONICS

	%	<p>St Mary's ran small groups and interventions to support the learning of phonics so that children could become confident readers.</p> <p>The school percentage for disadvantaged pupils is broadly in line with other pupils.</p> <p>The impact of interventions for phonics in outcomes for Pupil Premium in phonics has been strong. We will continue to invest in this as a strategy.</p>
DISADVANTAGED	80%	
OTHER	81.5%	
NATIONAL	85%	

END OF KS1 RESULTS FOR 2019

		AT EXPECTED	Higher Standard/ Greater Depth	
READING	DISADVANTAGED	67%	32%	<p>A higher proportion of disadvantaged pupils achieved the expected standard in all subjects compared to disadvantaged pupils nationally; this is below their non-disadvantaged peers. Attainment at Higher Standard is in line with their peers in English, and significantly stronger in mathematics. It is much stronger than the proportion achieving GD nationally.</p>
	OTHER	73%	31%	
	NATIONAL Disadvantaged	61.9%	14%	
WRITING	DISADVANTAGED	67%	17%	
	OTHER	74%	18%	
	NATIONAL Disadvantaged	54.7%	8%	
MATHEMATICS	DISADVANTAGED	67%	33%	
	OTHER	78%	23%	
	NATIONAL Disadvantaged	62.3%	12%	

END OF KS2 RESULTS FOR 2019

		AT EXPECTED	Higher Standard/ GD	AVERAGE SCALED SCORE	
READING	DISADVANTAGED	57%	17%	101.6	<p>Half this year group were pupil premium, with 14 of these boys. The attainment was 6% above that of disadvantaged pupils nationally in maths, 16% below disadvantaged pupils nationally in reading, 13% below disadvantaged pupils nationally in writing.</p> <p>GD – Attainment at GD for this group has improved, but has improved even more for more advantaged group.</p>
	OTHER	82%	50%	107.5	
	NATIONAL Disadvantaged	73%	27%		
WRITING	DISADVANTAGED	65%	13%		
	OTHER	86%	14%		
	NATIONAL Disadvantaged	78%	20%		
MATHEMATICS	DISADVANTAGED	78%	17%	104.8	
	OTHER	96%	36%	108.6	
	NATIONAL Disadvantaged	79%	27%		
GPS	DISADVANTAGED	73%	46%		
	OTHER	85%	52%		
	NATIONAL Disadvantaged	67%	24%		

Attendance at St Mary's Catholic Primary

Year	Disadvantaged Pupils	Other Pupils	Disadvantaged Pupils NATIONAL	Attendance of disadvantaged children has remained consistently high and well above that of disadvantaged pupils nationally.
2015/16	96.8%	96.7%		
2016/17	96.8%	97.6%	94%	
2017/18	96.1%	97%	94.3%	

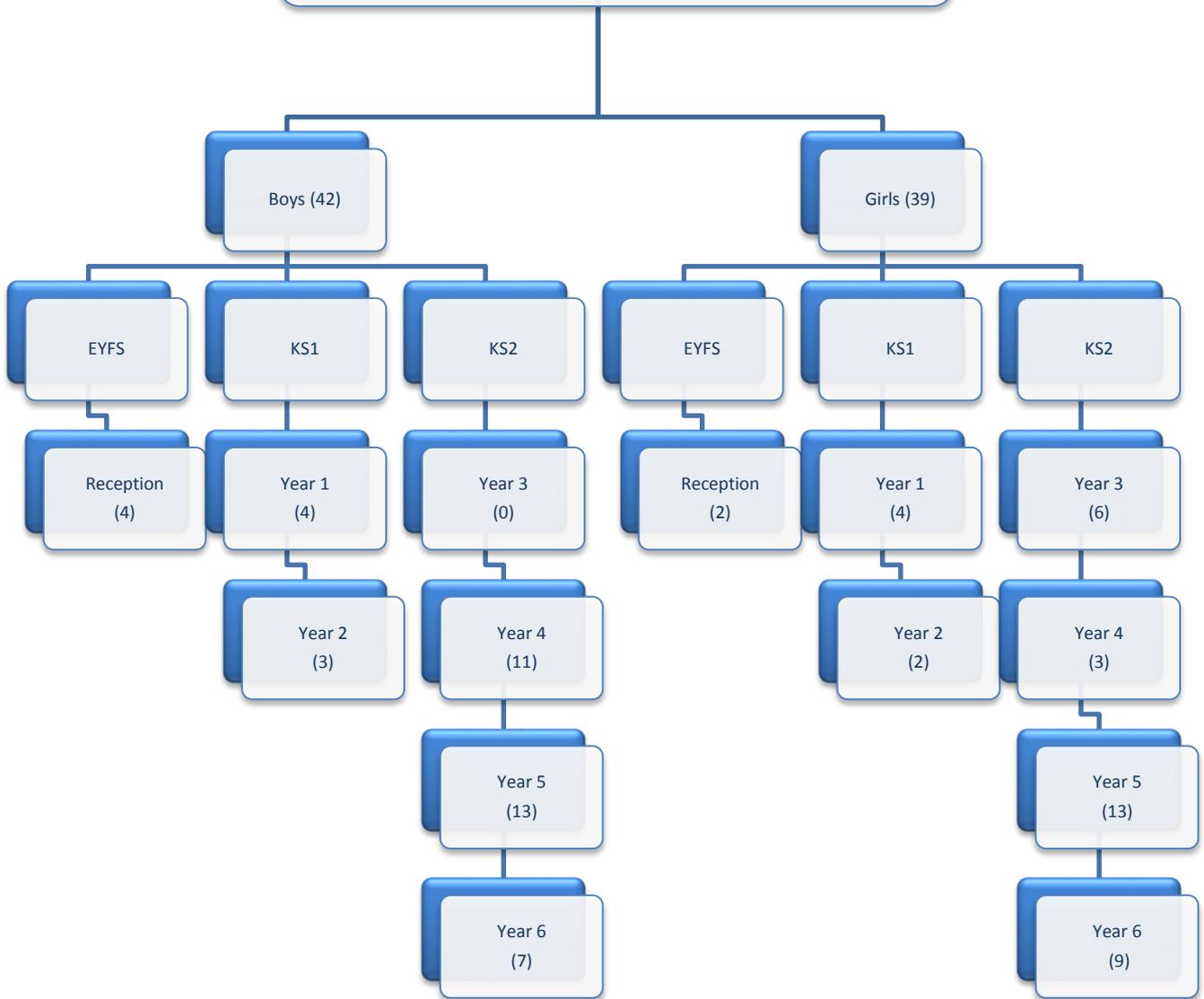
Who are our Disadvantaged Pupils?

While we have 33% of our pupils disadvantaged, there are many disadvantaged pupils in our school beyond this. Most of our children live in the estates in and around South Kilburn. Many are from single parent families, and have poor standards of housing. 80 – 90% come from an Ethnic Minority background, and over 70% do not have English as their first language.

Pupil Premium Funding for 2018 - 19 £165,000

<p align="center">ACTIONS PLANNED 2018-19</p>	<p align="center">Review</p>
<ul style="list-style-type: none"> • Raise achievement for disadvantaged pupils in all subjects, with a focus on reading • Ensure that all disadvantaged pupils have access to quality first teaching • Improve the teaching and provision of Mathematics • To provide greater access to technology for disadvantaged pupils • Access to wider educational experiences for disadvantaged pupils • Improve attendance and punctuality of disadvantaged pupils • Identification and monitoring of needs and impact of support • Identification and monitoring of needs and impact of support • Use of additional private Educational Psychologist 	<ul style="list-style-type: none"> • Targeted phonics groups were run and outcomes for this group were strong. Ongoing targeted support will continue for those in Year 2 who did not meet the standard. • KS1 Outcomes A higher proportion of disadvantaged children achieved the expected standard in all subjects compared to national; this is below their non-disadvantaged peers. Attainment at Higher Standard is in line with their peers in English, and significantly stronger in mathematics. It is much stronger than the proportion achieving GD nationally. This data represents 6 pupils who are in receipt of Pupil Premium grant, with two of this group not being at the expected standard. One of these has challenging social issues and poor attendance, the other has learning needs. • Children across the school had lessons that were well taught. Training meant that teachers received high quality CPD and support throughout the year, and work in books was of a good quality. • Mathematics teaching for all children was a strength of the school, with classes using the C-P-A approach to give children a good understanding. • Chrome books were an addition to our provision for 2018-19 and access to technology focused on our disadvantaged children, with Year 4, 5 &6 making regular use of computers. Access was available before and after school for homework, research and wider learning for children who did not have the access at home, and every morning 20-30 children from across the juniors were able to use computers to do Mymaths work. • Children were given wide experiences. The clubs were all free for disadvantaged, and 90% of juniors took part in a club in the autumn term, dropping to 80% in spring and summer. The clubs ranged from sports, drama, art, pottery, chess e.t.c. Residential trip – almost all Year 6 pupils attended, with those who were unable to pay being supported by the school to attend. 5 children didn't attend but were offered support if they wished to do so. • Children from disadvantaged backgrounds were given priority for access to Educational Psychology services where this was required.

What percentage per year group? Whole school (excluding Nursery) eligible for Pupil Premium- (81/242 =33%)



Barriers Faced by Pupil Premium Students

Barriers to overcome

Possible Approaches

Internal Barriers	Oral language skills at the start of nursery and reception are low for pupils eligible for Pupil Premium Grant. This slows reading progress in subsequent years.	<ul style="list-style-type: none"> • Provide pupils with a high quality teaching and learning environment • Provide access to wider educational experiences including the Arts and MFL from Reception. • Development of strategies to close the vocabulary gap
	High ability pupils who are eligible for Pupil Premium Grant attain less well and are less likely to achieve the Greater Depth standard in English, particularly in Reading.	<ul style="list-style-type: none"> • Access to quality first teaching for all pupils • Academic Study groups (extending the school day with academic focus.) • High quality reading resources
	Poor comprehension skills and reading habits, so lower levels of attainment in reading.	<ul style="list-style-type: none"> • Reading interventions (targeted) • Class visits to local library • Prizes of books for good writing • Weekly visits to school library • Increase stock of class libraries • Promote a whole-school strategy for learning reading, including phonics, early reading and book talk
External Barriers	Home support for some pupils who are eligible for Pupil Premium Grant is less than that for other pupils, with parents less supportive or less able to support pupils with homework	<ul style="list-style-type: none"> • Engage parents through regular Academic Review meetings • Academic Study groups (extending the school day with an academic focus.) • After school homework clubs
	Take-up of before school Academic Study groups is lower for pupils who are eligible for Pupil Premium Grant	<ul style="list-style-type: none"> • Fun, engaging groups • Provision of breakfast at group • Shifting of time of groups to after school, or targeting those pupils during school day during afternoon.
	Attitudes to school can be less positive for disadvantaged pupils, which has an impact on school attendance	<ul style="list-style-type: none"> • First day absence calls home • Quality First Teaching to alter attitudes to school and to learning • Engagement with parents by providing coffee mornings, parent groups e.t.c.
	Trauma and challenging personal circumstances can leave children less prepared physically and psychologically to learn	<ul style="list-style-type: none"> • Provide mentors • Access to therapeutic service • Allocate member of staff to provide pastoral care and support for pupils
	Many children from language-deprived families where they do not have access to books or families that will take them to the library	<ul style="list-style-type: none"> • Class visits to local library • Prizes of books for good writing that children can take home • Get children library cards and introduce the habit of visiting the library.

	2019 – 2020 ACTION PLAN	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME SCALE
	Raise achievement for disadvantaged pupils in all subjects, with a focus on reading	<ul style="list-style-type: none"> Specialised cover supervisor to deliver KS1 phonics reading intervention targeted at disadvantaged pupils. Targeted support for disadvantaged groups identified to be at risk of underattaining (BCB group with teacher for reading support) Training for staff/ leaders/ governors to champion needs of Black Caribbean Boys 	<ul style="list-style-type: none"> Achievement in all subjects is in line/ exceeds national average in all key stages. Achievement of disadvantaged pupils in line with other pupils. 	£22,500 (however this post is vacant as of Sept 19) £1500 library resources to engage BCB boys £5,500 for BCB Champion to prepare resources for staff INSET to push agenda	SLT Subject leader for English (HT)	Autumn term (reading support)/ ongoing with 1/2 termly assessment (phonics)
	Rationale for chosen approaches	Reading is an area requiring development at St Mary's and so the school is investing in additional staff to provide small group intervention specifically to target pupil premium. This includes small groups, targeted one to one support and staff providing detailed feedback on pupils' work. (Sutton Trust: Teaching of Phonics +4 months; One to One Tuition +5 months; Small Group Tuition +4)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
	Ensure that all disadvantaged pupils have access to quality first teaching/ small groups	<ul style="list-style-type: none"> Securing high quality teaching in all year groups (Quality First Teaching) 		£8745		
	Rationale for chosen approaches	Pupils focus more carefully and learn more effectively when they are in classes where teaching is engaging and expectations are high. This will result in higher pupil outcomes. (Sutton Trust: Reducing Class Size +3 months; Small Group Tuition +4)				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
	Extended school day and homework support for Year 5/6 pupils	<ul style="list-style-type: none"> Organisation and running of boosters targeting disadvantaged children Set-up and running of after-school homework support for disadvantaged children in Year 5 and 6 Classes will run for 30 mins per week and 8 members of teaching staff will be involved. 	<ul style="list-style-type: none"> Improved engagement in learning Improved learning outcomes at expected for end KS2 and at higher standard 	£16,200	BP/ DHT	Once per week 30 mins

Rationale for chosen approaches	Many disadvantaged do not have access to ICT and are not supported with additional reading at home, and many parents don't have capacity to support the children with their homework. Compensate for lack of support for LA disadvantaged children, and additional support and role models for HA disadvantaged.				
	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
To provide greater access to technology for disadvantaged pupils	<ul style="list-style-type: none"> • New Computers in the computer suite 	<ul style="list-style-type: none"> • Pupils able to access similar learning opportunities to peers through greater access to computers in school 	£12,250	HT Admin ICT Tech.	Autumn term/ Access to be ongoing
Rationale for chosen approaches	Issues with digital divide for disadvantaged children. Sutton Trust: Digital Technology +8 months				
	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
Access to wider educational experiences for disadvantaged pupils	<ul style="list-style-type: none"> • Additional clubs and activities (lunch time, after school, before school) • Partially funded places on school Residential trip for Year 6 and for other trips depending on need (focus on children with FSM). 	<ul style="list-style-type: none"> • Lunch time clubs/ after school to be attended by disadvantaged • Access to after-school club for disadvantaged according to need (free for 2 children) <ul style="list-style-type: none"> • High attendance on school trip of disadvantaged pupils 	£10,422 (clubs incl. after school club) £3,500 (educational visits supplement)	SLT Class Teachers/ specialist teachers	Termly Ongoing
Rationale for chosen approaches	<p>Children are encouraged to undertake a varied enrichment programme, giving them a wider range of experiences and experience of trying new things, opening their minds to different possibilities and increasing confidence. Development of social skills.</p> <p>Fine motor (Year 1&2) before school</p> <p>Wrap around care providing safe environment for vulnerable children (after school clubs) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p> <p>Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.(Sutton Trust).</p> <p>(Sutton Trust: Arts Participation +2 months; Sports Participation +2 months)</p>				
	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME

	Improve attendance and punctuality of disadvantaged pupils	Attendance promoted with cup and incentives First day absence call home Punctuality recorded daily Weekly focus at assembly Any unaccounted/ unauthorised absence reported to Brent so it will be followed up End of year trip for 100%	High proportion of disadvantaged pupils to attend reward trip Attendance to be in line with others Reduced proportion of persistent absenteeism	£5041	Class Teacher Attendance Officer Office manager	Ongoing
	Rationale for chosen approaches	By targeting attendance and punctuality, pupils are in the school and not missing out on learning time; impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.				
		KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
	Use of additional private	Early identification of needs and support for disadvantaged	Children are seen quickly and needs established.	£4500	SENCO	

Educational Psychologist	Need to target support promptly.	Link to external agencies promptly for support			
Rationale for chosen approaches	Need for prompt identification and support so that school knows how best to support the individual learning needs.				
	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
To ensure disadvantaged children have eaten/ are well nourished before school	To provide breakfast for disadvantaged children Staff overtime for extra time before school Food items	Children who are coming to school without breakfast will be identified Food provided for needy children	£3,500	SLT	To start January 2019
Rationale for chosen approaches	Children will concentrate better if they have had something to eat before school. Research indicating growing numbers of children suffering from hunger.				
	KEY ACTIONS	SUCCESS CRITERIA	RESOURCES	RESPONSIBILITY	TIME
To provide free full time Nursery places for disadvantaged children	Provide 30 hours Nursery for children who are disadvantaged and not eligible for free full time places.	All children in Nursery will stay a full day Children will make good development with ELG	£47,700 cost of additional staffing. (Full staffing is £68,400 not including on costs)	SLT	Ongoing
Rationale for chosen approaches	To ensure disadvantaged children are given learning opportunities and a stimulating, language-rich experience early in their lives so that they are equipped to succeed at school. To ensure these children are not disadvantaged compared to their peers.				
TOTAL COST:	£141,358				

- The school has allocated more resources to SEN through the employment of an additional member of staff to take on SEN.