

St Mary the Virgin CE Primary School Pupil Premium Strategy and Report

Strategy (updated November 2019)

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a document [Pupil Premium - what you need to know](#) which expands on the purpose of the pupil premium and the key facts.

At St Mary's we have high aspirations for all our children and believe that all children can make good progress and that no child should be left behind whatever their starting point. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance to realise their potential, build resilience and have an understanding of how to impact positively on their own wellbeing.

We are a small rural school of around 94 pupils (Nov 2019) and for the year 2018-19 approximately 6% of our pupils were in receipt of the Pupil Premium Grant. For the current year 2019-20 PPG pupils total 6% (6/94) (Nov 19).

Although our pupil premium funding does not form a major proportion of our budget we are determined to ensure that it is used to its best effect to support the identified children and their individual needs. With this in mind we carefully consider the best ways to use this grant including using the research of the Sutton Trust and in recent years have generally focused on interventions to improve wellbeing that will increase readiness to learn.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, self-esteem, attachment, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the children feel secure and safe enough to be ready to learn and make progress. This will ensure that with time the gap between groups of pupils is narrowed. We aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a “can do” attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (eg. Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving wellbeing and academic outcomes.

We are aware that improvements in wellbeing may take time to impact on academic progress and endeavour to measure this progress in other ways (such as using Thrive profiles).

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- Each class has a teaching assistant for some of the day who can be used to support individual children or small groups on targeted interventions (both academic, well-being and confidence building).
- Since 2018 a PPG tutor has been employed for 5 hours to support PPG children. This is currently a mixture of Thrive and academic support.
- The school currently has two Thrive practitioners who can be allocated to support PPG pupils using The Thrive Approach.
- The Head of School and Inclusion Manager can also be timetabled to provide some individual mentoring and tutoring according to need.
- If attendance or punctuality is a concern the school may use PPG to support transport to school. This is usually for a short time period while other arrangements are put in place. Funds can be used to access support attendance support from ESBAS (East Sussex Behaviour and Attendance Service)
- Funds may be used to help families provide school uniform, playtime snacks or milk.
- Funding for **enrichment activities**. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Funding has also been used to buy resources to support individual/small group tutoring and Sensory Circuits.
- A combination of PPG and SEND funding has been used to fund staffing to run Sensory Circuits in Autumn 2019.

Who is it spent on?

- Pupil Premium (PP) pupils who are not making adequate progress.
- Pupil premium pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed six times a year.
- Analysis of each child's progress and achievement is made using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers, Inclusion team and Senior Leadership Team member.
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Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in November 2020.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Report

A review of support and spending for the school year over recent years.

	2016-17	2017-18	2018-19	2019-20
Total number of pupils on school roll:	88	91	99	94
Total number of pupils eligible for Pupil Premium Grant (PPG) currently on role:	5	7	6	6
% of the school roll:	6%	8%	6%	6%
Amount of PPG received per pupil:	£1,320 for Pupil Premium; £1,900 for Post LAC	£1,320 Pupil Premium £1,900 for Post LAC	TBC	£1320 per pupil premium pupil £2300 per Post LAC
Total Pupil Premium Grant April - March:	£6,600	£ 9,820 PPG for 7 children (6 x £1,320 and £1,900 for previous LAC child).	£10,220	£11,540 (7 X £1320, 1 x £2300) As funding is from April- March this includes funding for the 3 PPG pupils who left in July 19. For new children registered this academic year funding is not received until the following April)

Performance of pupils in receipt of PPG – completed at end of the school year 2018/19

(non PPG peers at SMV, national comparison all pupils)

2018/9	KS1 (Year 2)	KS2 (Year 6)
% of pupils in this year group	7% (1 child)*	21% 3 pupils of which 33% 1 pupil had SEND and A further 33% joined the school in Y5.
% pupils working at age related expectation in Reading	100% (66.7%) 75(%)*	33% (100%) (73%)
% pupils working at age related expectation in Writing	100% (66.7%) (70%)*	33% (100%) (79%) (Teacher Assessment)
% pupils working at age related expectation in Maths	100% (75%) (76%)*	33% (100%) (79%)
% of pupils working at Great Depth	100% Reading (25%) (25%)* 100% Writing (17%) (15%)* 100% Maths (25%) (22%)*	33% Reading (55%) (27%) 0% Writing (18%) (20%) 33% Maths (27%) (27%)

*Where the % of the cohort is very low, details will not be reported due to confidentiality. In this case please contact the Head of School for further details.

Early Years Progress Sept 2018-July 2019 - No PPG pupils this academic year.

Impact of Planned Support and spending for school year April 2018 – March 2019

Budget: £ 10,220

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
PPG tutor 5 hours weekly (Sept 18- March 19)	£6,900	Individualised intervention either 1:1, small group or in class support	Individualised objectives to support progress and attainment	Target tracker progress and attainment half termly	<p>There were no PPG pupils in EYFS 2018-19</p> <p>100 % PPG pupils met the threshold for the Phonics Year 1 screener</p> <p>100% PPG pupils met the threshold of the Phonics Year 2 retake screener</p> <p>100% of PPG year 2 pupils were working at greater depth in all three areas of reading, writing and mathematics.</p> <p>In KS2 33% of PPG pupils also have additional SEND needs. Another 33% joined the school in Y5.</p> <p>33% (1/3) achieved the expected standard in R,W, and M combined.</p> <p>33% (1/3) achieved greater depth in reading, grammar and spelling and mathematics.</p>
Inclusion Manager support	£1000	Pupil progress meetings, discussion of strategies with PPG tutor and staff, tracking and monitoring of progress	Progress and attainment are closely monitored and interventions are adapted termly to ensure impact	As above	
The Thrive Approach	£1000	Contribution toward the ongoing CPD for Thrive practitioners and access to the online Thrive Approach assessment systems. Individual Thrive profiling and intervention for those with identified need.	To ensure that gaps in early development are closed allowing readiness to learn.	Individual profiling scores demonstrate increase in wellbeing and whole school tracking indicates increased attendance, progress and access to learning.	
Resources	£700	Resources are bought to support interventions	Resources are available to ensure the interventions carried out are robust and have impact.	As above	

<p>Trips, clubs, milk and playtime snack, provision of school uniform/clothes</p>	<p>£620</p>	<p>Provision of milk, snacks, uniform/activity clothes as identified as necessary to support wellbeing and full access to the provision on offer. This may include contributions to payment for clubs, music lessons, visits and after-school activities that enrich experience.</p>	<p>To ensure that all children have equality of access to all aspects of school life including Forest School, have a good sense of wellbeing and full sense of belonging.</p>	<p>In addition to monitoring welfare concerns, attendance and participation in Forest School and PE, we will monitor uptake of clubs and extra-curricular activities to make sure that all groups children are benefitting from provision.</p>	<p>66.7% (2/3) attained expected levels in grammar, punctuation and spelling and science.</p> <p>In the last two years over one third of all PPG pupils made accelerated progress of over 12 steps.</p> <p>Those PPG pupils (4/6) receiving Thrive support all made significant progress on their Thrive profiles and with their emotional wellbeing and have demonstrated increased access to learning.</p> <p>All PPG pupils participated in all trips and participated in afterschool clubs if they desired.</p>
<p>Total</p>	<p>£10,220</p>				

Progress over the last 2 years (expected progress 12 steps)



Progress Breakdown Y1, Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (6 pupils)

14 November 2019

Aut1 2017-18 to Sum2 2018-19

All Pupils (6 pupils)	Reading	Writing	Mathematics	Average
Progressed by 13 steps or more	3 (50.0%)	2 (33.3%)	2 (33.3%)	2.3 (38.9%)
Progressed by 12 steps	1 (16.7%)	2 (33.3%)	1 (16.7%)	1.3 (22.2%)
Progressed by 11 steps	0 (0%)	0 (0%)	2 (33.3%)	0.7 (11.1%)
Progressed by 10 steps	1 (16.7%)	1 (16.7%)	1 (16.7%)	1.0 (16.7%)
Progressed by 9 steps	0 (0%)	1 (16.7%)	0 (0%)	0.3 (5.6%)
Progressed by 8 steps	1 (16.7%)	0 (0%)	0 (0%)	0.3 (5.6%)
Progressed by 7 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 6 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Impact of Planned Support and spending for school year April 2019 - March 2020

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
PPG tutor 5 hours weekly	£5850	Individualised intervention either 1:1, small group or in class support, monitored and reviewed 6 x a year	Individualised objectives to support progress and attainment	Target tracker progress and attainment half termly	
Teaching Assistant (classroom based) and The Thrive Approach	£4823	Additional adults within the classroom to facilitate small groups and more focused support and interventions.	To ensure that gaps in early development are closed allowing readiness to learn.	Individual profiling scores demonstrate increase in	

		Contribution toward the ongoing CPD for Thrive practitioners and access to the online Thrive Approach assessment systems. Individual Thrive profiling and intervention for those with identified need.		wellbeing and whole school tracking indicates increased attendance, progress and access to learning.	
Resources	£325	Resources are bought to support interventions including Sensory circuits	Resources are available to ensure the interventions carried out are robust and have impact.	As above Parent, pupil and teacher pre and post surveys in place	
Trips, clubs, milk and playtime snack, provision of school uniform/clothes	£542	Provision of milk, snacks, uniform/activity clothes as identified as necessary to support wellbeing and full access to the provision on offer. This may include contributions to payment for clubs, music lessons, visits and after-school activities that enrich experience.	To ensure that all children have equality of access to all aspects of school life including Forest School, have a good sense of wellbeing and full sense of belonging.	In addition to monitoring welfare concerns, attendance and participation in Forest School and PE, we will monitor uptake of clubs and extra-curricular activities to make sure that all groups children are benefitting from provision.	
Total	£11,540				