

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

Strategy (updated November 2018)

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 99 pupils (Nov 2018) and for the year 2017-18 approximately 7% of our pupils were in receipt of the Pupil Premium Grant. For the current year 2018-19 PPG pupils total 6% (Nov 18).

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).
- In 2018-19 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 are also timetabled to provide some individual mentoring and tutoring.
- 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.
- There are other options to provide emotional support such as counselling and play therapy (eg Fegans).

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.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in November 2019.

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 2017-18 and a look ahead to 2018-19

	2016-17	2017-18	2018-19
Total number of pupils on school roll:	88	91	99
Total number of pupils eligible for Pupil Premium Grant (PPG):	5	7	6
% of the school roll:	6%	8%	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
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

Support and spending for school year April 2017 - March 2018

Budget: £ 9,820

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)
1:1 or small group learning or Thrive sessions with qualified teacher (Inclusion Manager/Head of School)	£3679	Focused teaching or mentoring with qualified teacher, small groups.	To continue to support all children to make the best possible progress in their learning. To ensure that there is no attainment gap between identified vulnerable groups and their peers. To close gaps in development To enhance self-esteem and social skills	Formative and summative assessments Thrive profile scores	All 3 PPG children who received Thrive support made at least expected (6 steps) of progress in all 3 core areas. 2 of the 6 higher attaining PPG children who did not make expected progress in all areas. Provision has been changed for 2018-19 with the employment of a PPG tutor to ensure that all PPG children receive more focused academic support.
1:1 or small group The Thrive Approach	6 hours TA weekly (4 individuals) £2350	The Thrive Approach individualised (2 x 30 min plus 15 planning weekly) and small group sessions	To close gaps in development To enhance self-esteem and social skills	Thrive profile scores	All 3 PPG children who received Thrive support made at least expected (6 steps) of progress in all 3 core areas.
1:1 or small group extra support from TA	£1880	Focused teaching with individualised targets followed up in class. Evidence from Sutton Trust data.	To maintain good progress in literacy and maths	Formative and summative assessments	4/6 children made expected or above progress in all core areas. Provision has been changed for 2018-19 with the employment of a PPG tutor to ensure that all PPG children

					receive more focused academic support.
Transport to and from school for a limited period whilst alternative provision is made	£500	Provision of taxi planned in advance in agreement with the Executive Head.	To maintain good attendance, self-esteem and access to the curriculum	Attendance and punctuality figures	This support ensured one child remained in school when the parent was seeking alternative provision nearer to the home. This family moved away from the area.
Milk and playtime snack	£90	To provide morning milk and snack to KS2 children who need sustenance at this time	To support family provision of basic needs	Welfare form monitoring	
Provision of school uniform/clothes appropriate for trips	£50	Provision of clothes to allow access to all aspects of school life	To ensure access to all aspects of school life including forest school and to feel part of the community	Monitor attendance at forest school and PE.	All children had the appropriate clothing for school and trips
After-school club, visits and school journeys	£571	Payment for clubs, music lessons, visits and after-school activities to enrich experience.	To ensure that all children have equality of access to all aspects of school life.	We will monitor uptake of clubs and extra-curricular activities to make sure that all children are benefitting.	This money was fully allocated to school visits and the upper school residential allowing all PPG children to access trips.
Fegans -play therapy	£700	Weekly support for focus children with trained counsellor	Children to learn resilience and coping strategies, to be attending school and ready to learn	Positive feedback from the child through pupil voice and parents. SDQ before and after questionnaires.	Not required.

Performance of pupils in receipt of PPG – completed at end of the school year 2017/18 (non PPG peers at SMV, national comparison all pupils)

2017/8	KS1 (Year 2)	KS2 (Year 6)
% of pupils in this year group	7% (1 child- 1 left midyear) *	0%
% pupils working at age related expectation in Reading	% (%) (%)*	% (%) (%)
% pupils working at age related expectation in Writing	% (%) (%)*	% (%) (%) (Teacher Assessment)
% pupils working at age related expectation in Maths	% (%) (%)*	% (%) (%)
% of pupils working at Great Depth	% Reading (%) (%)* % Writing (%) (%)* % Maths (%) (%)*	% Reading (%) (%) % Writing (%) (%) % Maths (%) (%)

*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.

KS1 & 2 Progress Sept 2017-July 2018 (6 children as one left midyear)

All Pupils (6 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	4 (66.7%)	5 (83.3%)	4 (66.7%)	4.3 (72.2%)
Progressed by 5 steps	0 (0%)	0 (0%)	2 (33.3%)	0.7 (11.1%)
Progressed by 4 steps	1 (16.7%)	1 (16.7%)	0 (0%)	0.7 (11.1%)
Progressed by 3 steps	1 (16.7%)	0 (0%)	0 (0%)	0.3 (5.6%)
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%)

Early Years Progress Sept 2017-July 2018 - No PPG pupils this academic year.

Impact of Pupil Premium Spending 2017-18

Provision has changed for 2018-19 with the appointment of PPG tutor to ensure that the support is flexible and able to be focused on all those PPG pupils not making expected progress.

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	
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	
Trips, clubs, milk and playtime snack, provision of school uniform/clothes	£620	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	£10,220				