**Pupil premium strategy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | St Mary’s Church Of England Primary School, Banbury | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £40,200 | **Date of most recent PP Review** | Autumn 2019 |
| **Total number of pupils** | 182+16 | **Number of pupils eligible for PP** | 29 | **Date for next internal review of this strategy** | Autumn 2020 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Current attainment ( July 2019 Y6 cohort, 4 pupils)** | | | | |
|  | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **25%** | *71%* |
| **% making expected progress in reading (as measured in the school)** | | | **100%** |  |
| **% making expected progress in writing (as measured in the school)** | | | **100%** |  |
| **% making expected progress in mathematics (as measured in the school)** | | | **100%** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | The social and emotional barriers to learning disproportionately affect the PP group of pupils. | | |
|  | | 50% of pupils eligible for PP have SEND. | | |
| **C.** | | 40% of pupils eligible for PP are in Reception or KS1 classes. In these classes PSED, CLL and early reading skills and are lower than expected of pupils their age. | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Pupils start school with skills well below their national expectations. Children come from a range of family experiences, some of which mean they do not always have the opportunity to experience stimulating and engaging learning outside the classroom. | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** | |
|  | Pupils are well supported so that they make good progress and manage their emotional needs well so that their behaviour for learning and progress is good | | Behaviour for learning for this group is good and therefore progress in learning is at least expected and often good.  A lower proportion of identified pupils require additional support from social care, TAF or PCHAMS than is currently the case | |
|  | Pupils with SEND make at least as much progress as their peers | | Pupils with SEND and especially those eligible for PP, make at least expected progress in Readings, writing and maths | |
|  | PP pupils will make good progress from their starting points in their identified areas of weakness and close the gap on their peers nationally | | Outcomes for phonics assessments are nearer the national average for all children.  The curriculum offers good opportunity for the development of CLL and PSED through all Early Years and KS1 classes.  Specific needs of individuals ae met to close the gap on their peers through appropriate and targeted intervention. | |
|  | A rich and varied curriculum enables all pupils and especially the PP group, to experience inspirational and aspirational learning opportunities both inside and outside of the school day | | More children will be ‘school ready’ on entry to EYFS  Parental engagement increases, especially to events aimed at supporting home learning.  Informal events such as coffee mornings, reading café and pre nursery provision are established and well supported  School readiness is supported though multi agency working. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5.Planned expenditure** | | | | | | |
| **A Academic year** | | **2019/20** | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupils with SEND and / or EAL make at least as much progress as their peers | TA development and support | | TA’s need additional training in supporting pupils with core skills. Phonics training, managing SEMH needs, early maths and writing skills. | Ensure high quality CPD with impact of training monitored and tracked through TA Appraisal, weekly team development meetings, external CPD opportunities. | SENDCo, EYFS lead, English Lead | Summer 2020 |
| Additional TA recruitment. | | Pupils require additional support to make a good start to early reading, writing and maths in EYFS and KS1 and to meet the additional SEND and EAL needs by reducing the adult : pupil ration, especially in KS1 and LKS2 | Monitoring progress of pupils in core skills and assessing progress through the year. Identified groups will be monitored and outcomes in Phones and GLD will be nearer the national average |
| Progress and attainment in English is improved | Phonics teaching development  Develop EAL inclusive practice | | Investing in Phonics resources and professional development to improve skills to support pupils with EAL, children, including those eligible for PP, will more rapidly develop the early reading skills required to access the curriculum. | Pupils in Y1 and Y2 will achieve nearer the National average in Phonics screening assessments. EAL pupils assessed under the DfE language competency will show sustained progress in their acquisition of English |  |  |
| **Total budgeted cost** | | | | | | **£19000** |
| 1. **Targeted support** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupils are well supported so that they make good progress and manage their emotional needs well so that their behaviour for learning and progress is good | Fegan’s Project: Therapeutic 1:1 counselling | | Identified pupils, including those eligible for PP, will receive 1;1 specialist therapeutic counselling. Published research demonstrates timely intervention in this manner can support children with attachment, SEMH and poor PSED to have better mental health and well- being and by doing so, be better equipped to learn. | Professional counsellor, managed by Fegan’s appointed to work 1 day per week in school. Supervision provided and regular review of caseload with HT and SENDCo. Pupils needs may also be reviewed in TAF, CiN or CP work. | Fegan’s Counsellor, supported by DSL team | Summer 2020 |
| ELSA TA recruitment and development | | Identified TA trained and mentored in ELSA approach to supporting children with emotional literacy needs. A long term approach to support children with a lower level of need but none the less, with barriers to education progress due to emotional need | Training provided by OXSIT and mentored by SENDCo, with supervision rom EP. Identification of pupil needs and reviews may also take place in TAF, CiN and CP work. | SENDCo, DSL team |  |
| Additional Educational Psychology time | | Continuing development of use of EP time for additional non-statutory work to enable children, teachers and parents to adopt appropriate learning strategies to meet the needs of individuals. | More pupils, including those eligible for PP will receive Educational Psychology support. Teachers, children and parents act on received support, advice and guidance related to improving outcomes for their children. Individual pupils with SEN make good and better progress against their personal targets. | SENDCo |
| SCIB Project | | Develop further the whole school approach to delivering Protective Behaviours teaching and learning sessions. Focus on On-line safety, Substance abuse and Healthy Relationships. Contribute to the multiagency SCIB project and became a ‘school of excellence’ in this area to ensure ALL pupils, including those eligible for PP, are fit and safe to live and learn in their community safely, ensuring they are ready for their next stage of education. | Release time for the PHSCE leads to attend training and development opportunities and provide in house PD for teachers and support staff. Monitoring of the curriculum. Monitoring of CPOMS incidents to evaluate pupil responses to challenges as they face them. Pupil engagement with partnership SCIB events and evaluation of work. Pupil and parent surveys demonstrating pupils are safe and know how to stay safe. | PHSCE leads |
| School Ready and Pre-school Engagement work, Fegan’s Family to Family support project, Nursery Tales project. | | Opportunities for engagement with families outside school and prior to Nursery or Reception entry are developed to ensure that more children are ‘school ready’ including those eligible for PP. This will improve their opportunities to make more rapid progress on entry to school and develop community skills parenting skills too. | EYFS lead to set up project and engage community. Liaise with other providers and community opportunity and review impact and progress collectively. | EYFS lead |  |
| **Total budgeted cost** | | | | | | **£15000** |
| 1. **Other approaches** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A rich and varied curriculum enables all pupils and especially the PP group, to experience inspirational and aspirational learning opportunities both inside and outside of the school day | *“Prince William Award”* and “*Commando Joe’s”* curriculum development. | | To continent to offer dedicated curriculum time to developing a cross curricular approach to Character Educationa as successfully initiated by the PWA and to be continued through the establishment of Commando Joes in our Curriculum from January 2020. | A broad, balanced curriculum enables pupils to access all spheres of learning, academic, emotional and social. By extending the C-Jo’s programme across the school we will ensure this is fully embedded in our curriculum offer. To be monitored by all curriculum leaders and progress of pupils through the programme tracked using online tool. | SLT | Summer 2020 |
| Additional curriculum opportunities both during the school day and outside of it raises aspiration and removes socio-economic barriers to success | Support for residential visits for all pupils and extended day visits and educational visitors to school Breakfast Club and after school provision continues. | | Children eligible for PP are not disadvantaged from attending opportunities for curriculum enrichment and cultural capital. Small grants are made to enable full participation | Monitored by HT and through TAF, CiN, CP caseload. | Head |
| **Total budgeted cost** | | | | | | **£6000** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19** | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
| SEN support targeted and effective to ensure good progress of group | Additional Educational Psychology and SEN specialist assessment support assisting the provisioning of good intervention for pupils | More pupils, including those eligible for PP have received Educational Psychology support.  Teachers, children and parents have received support, advice and guidance related to improving outies for their children.  Individual pupils with SEN have made good and better progress against their personal targets. 4 additional pupils have EHCP’s. | Teachers are developing consistent approaches to similar needs in pupils and applying appropriate strategies as already developed their work with the EP. This provision is cost effective and will continue next year |  |
| Language and communication skills will improve across all phases | Focused interventions and work with LACAT and SALT SALT Communication Trust to establish consistent approaches to developing vocabulary and spoken language skills | Vocabulary development features in all teachers planning and is consistently ‘pre-taught’ to pupils.  Pupils with early English skills, including those eligible for PP now have more focused time spent 1:1 or in group work focusing on knowing and understanding key vocabulary to enable them to successfully access the curriculum. Children who have received SALT assessment are making rapid progress due to the targeted specialist support. | Teachers are more able to understand the importance of teaching and pre-teaching vocabulary.  SALT practitioners are using our school to base holiday interventions in with some f their case load.  SALT practisers recognise and support the commitment to the implementation of their advice by teachers at St Mary’s.  This provision will continue, including further opportunities for professional development. |  |
| 1. **Targeted support** | | | | |
| Reduced pupil : adult ratio leads to inclusive practice to support better progress for target pupils | Teaching assistant and specialist support staff trained and delivering specialist support programmes. | Targeted phonics and KS1 training for teacher and TA’s led to increase in outcomes for Y1 phonics screening and in all areas of learning by the end of KS1, including those eligible for PP. All Y6 PP pupils made at least expected progress. | Provision will continue and extend during the next year. Areas to focus on, phonics, EAL, vocab, maths progress.. |  |
| Support for pupils with Social, Emotional and Mental Health Needs | *“Prince William Award”* by SkillForce | Y5 and Y6 both achieved their PWA awards. This was celebrated with a graduation ceremony with a Privy Councillor and Army Brigadier (Ret’d) in attendance. Children, parents and community thrilled by the impact of the project. Eg the support for homeless initiatives the children set **up themselves.** | Sadly, Skill Force have entered liquidation. Alternative provider, Commando Joes, will be contracted to continue this work next year,. |  |
| 1. **Other approaches** | | | | |
| Additional curriculum opportunities both during the school day and outside of it raises aspiration and removes socio-economic barriers to success | Curriculum offer included residential visits for all KS2 pupils and extended day visits and educational visitors to school for all years. Breakfast Club and after school provision continues and extends. | Small grants through the year have meant that no pupil has been stopped from taking part in activity. Other whole school and cohort events have been further supported. | To continue. |  |
|  | | | **Total expenditure for year** | **£26,000** |