

Pupil Premium Strategy Statement: St Mary's Island CEA Primary School



1. Summary information					
School	St Mary's Island CEA Primary School				
Academic Year	2016-17	Total PP budget	£48,100	Date of most recent PP Review	Dec 2016
Total number of pupils	421	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing & maths	56%	60%
% achieving ARE in reading	89%	71%
% achieving ARE in writing	89%	79%
% achieving ARE in maths	67%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Cognition and learning difficulties.
B.	Social emotional issues and low self-esteem for some children lead to inability to focus and make desired progress.
C.	Poor speech and language/literacy skills on entry to Reception for children eligible for Pupil Premium.
External barriers	
D.	New parents may not be aware of the PP funding and what they are entitled to.

4. Desired outcomes		Success criteria
A.	For all pupil premium children to be making good progress with their learning.	Assessment data shows that pupil premium children are making good progress and their progress is in line with that of their peers.
B.	For all pupil premium children to feel emotionally secure and to have full and happy social lives.	Parents and Carers report that children are presenting as more emotionally secure. PP children are included in playtimes with their peers and are having successful interactions.

C.	Pupils identified with poor Speech and Language/Literacy skills identified on entry to EYFS and provided with rich learning environment with high exposure to speaking and listening/literacy activities.	Subsequent Speech and Language Link assessments indicates catch up of any identified pupils.
D.	Increased opportunities for parents/carers to apply for PP.	All pupils who are eligible to receive the PP funding as soon as possible.

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. 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?
Improved oral language skills in reception.	Pupils identified with poor Speech and Language/Literacy skills identified on entry to EYFS and provided with rich learning environment with high exposure to speaking and listening/literacy activities. 1:1 and small group provision for pupils in reception.	Early language has a profound impact on children's ability and progress in all areas of the curriculum particularly in early reading and writing. Some of the pupils need targeted support to catch up if a gap is identified.	Release time for specialist TA to screen all children Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers Intervention TA	Feb 2017 Jun 2017 Progress review meetings.
Improved outcomes for phonics throughout KS1.	High-quality teaching of phonics throughout the curriculum. Additional sessions for pupil premium children to ensure gaps are closed and they make good progress. 1:1 and small group provision for pupils in Y2 who missed in Y1.	EEF teaching and learning toolkit states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Year 1 phonic data is strong and improving on a 3-year trend. End of FS data demonstrated higher achievement on Letters & Sounds.	Phonics lead audits phonic delivery and curriculum opportunities for further phonic learning. Trained TAs in each class to focus on phonic interventions in Y1 and Y2.	SLT Phonics lead. KS 1 teachers	Termly assessments and screens. Data analysis of results. Progress review meetings.

Improved outcomes in Y2 for pupil premium children meeting the expected standard and greater depth and is similar to non-pupil premium pupils.	1:1 and small group tuition for pupils in Year 2 to support pupils to meet end of key stage expectations.	Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit. NFER report stresses the importance of deploying staff effectively.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Support tailored to each pupil premium child in order to close any gap or extend their learning.	SLT KS 1 Lead Y2 teachers	Termly assessments. ITAF evidence. Moderation. Data analysis of results. Progress review meetings.
Improved outcomes in Y3, 4 and 5 for pupil premium children meeting age related expectations and is similar to non-pupil premium pupils.	1:1 and small group tuition for pupils to support pupils to meet end of key stage expectations.	Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit. NFER report stresses the importance of deploying staff effectively.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Support tailored to each pupil premium child in order to close any gap or extend their learning. Pupil meetings for direct feedback to teachers.	SLT KS 2 Lead Y3,4, 5 teachers	Termly assessments. Step moderation. Data analysis of results. Progress review meetings.
Improved outcomes in Y6 for pupil premium children meeting the expected standard and greater depth and is similar to non-pupil premium pupils.	1:1 and small group tuition for pupils to support pupils to meet end of key stage expectations. Additional Teacher for small group tuition support in reading, comprehension, questioning and maths skills (3 mornings)	Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit. NFER report stresses the importance of deploying staff effectively.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Support tailored to each pupil premium child in order to close any gap or extend their learning. Pupil meetings for direct feedback to teachers.	SLT KS 2 Lead Y6 teachers	Termly assessments. ITAF evidence. Moderation. Data analysis of results. Progress review meetings.
Lunchtime Oasis Club	Funding to staff a nurture club for pupils who find the playground difficult to cope with.	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.	Observations within Oasis. Discussions with Oasis lead and class teachers. Pupil feedback.	SLT Oasis Lead	Monitor and assess provision.

To promote pupils' wellbeing in order for them to be able to focus on learning and allow them to improve outcomes.	Raise self-confidence and increase participation/ motivation for targeted pupils. Time to talk sessions. Additional TA with skills related to SEMH deployed in Y3. Additional playground support by SEMH TA at lunchtimes. Social skills groups.	Children's learning is maximised when they are positive and happy. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behaviours issues can be effective. Ensures that in a small group situation activities are used to develop talking and social skills and attention and listening for children who need extra support in these areas. Children also explore how to take turns and how to problem solve conflicts or disagreements that may arise.	Monitor behaviour, also monitor whether improvements in behaviour translate into improved attainment. SENCo to monitor and assess intervention. DHT to liaise with class teacher to measure impact.	SLT Class teachers	Jul 2017 After termly blocks of sessions.
For all pupil premium children to feel emotionally secure and have full and happy social lives.	Funding for Play Therapy.	The EEF toolkit suggests that on average, this intervention have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	SENCo and parents to meet regularly with therapist.	SLT	After therapy blocks of 12 sessions.

Total budgeted cost £ 45,100

ii. Other approaches

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 enable pupil premium children to have a broad and balanced curriculum including extra curriculum activities.	Pupils in Y6 & Y5 in receipt of PP funding attend residential visits. Pupils in receipt of PP funding attend educational visits. Swimming tuition. Resources to enhance curriculum provision.	Requirements of the OAA (outdoors and adventure) and swimming aspects of the PE curriculum were met and PP children were given an opportunity they might not otherwise have been able to partake in.	All staff are informed regarding children in their care who are eligible for PP. All staff monitor carefully the uptake for these pupils ensuring that finance is not a barrier.	All staff. Office. Finance officer.	To enable PP children to have a broad and balanced curriculum including extra curriculum activities.

<p>To enable pupil premium children to start and finish the school day in a social environment to meet their needs.</p>	<p>Attendance at Breakfast Club. Attendance at After School Club. Activities designed to develop social skills. Children arrive settled and fed in order to start the day ready to learn. Children able to have reading and homework support at After School Club.</p>	<p>Whilst EEF research indicates that sports, art and extracurricular participation has a positive effect on learning, some of this time needs to be channelled into supporting the pupil's core skills; namely reading and maths fluency.</p>	<p>Learning opportunities made available for pupil premium children who are in regular attendance at Breakfast Club (BC) or After-School Club (ASC). Organise an area and time where children can choose to go and complete home learning activities during BC/ASC hours. Establish a fixed period where all children are expected to read for at least 10 minutes. Promote a love of reading in the after school club by having an adult read quality texts to the children.</p>	<p>SLT BC lead ASC lead</p>	<p>Jun 2017</p>
<p>Make more parents aware of pupil premium funding particularly in FS and KS1.</p>	<p>Parent leaflets sent out. Advice given to new starters throughout the year. Advice given to starters in FS in June welcome talks.</p>	<p>Parental engagement is crucial within school and if parents are aware of how we can help their child/family through PP it will in turn help to support the child in school. We will be able to contact the parents directly and make them aware of the extra support they will be able to receive from school not just FSM.</p>	<p>Leaflets, newsletters, posters and the school website. Regular parent feedback.</p>	<p>SLT DHT Office staff</p>	<p>March 2017</p>
Total budgeted cost					£3,000