

# **Pupil Premium Strategy Statement Arnot St Mary Church of England Primary School**



*Loving, learning and growing in faith*



# Pupil Premium Strategy Statement Arnot St Mary Church of England Primary School

Summary information				
<b>School</b>	Arnot St Mary CofE Primary School			
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£287,760	<b>Date for next internal review of this strategy:</b> July 19
<b>Total number of pupils</b>	459	<b>Number of pupils eligible for PP</b>	239	

Current attainment – KS2 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	61%	64%
<b>% achieving expected standard in reading</b>	68%	75%
<b>% achieving expected standard in writing</b>	71%	78%
<b>% making expected progress in mathematics</b>	80%	76%
Current attainment – KS1 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	63%	65%
<b>% achieving expected standard in reading</b>	71%	76%
<b>% achieving expected standard in writing</b>	61%	70%
<b>% achieving expected standard in mathematics</b>	74%	76%
Current attainment – EYFS 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>

<b>% achieving GLD</b>	63%	71%
<b>Current attainment – Year 1 Phonics 2018</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>
<b>% achieving pass score</b>	83%	83%

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Poor oral language skills on entry to Nursery and Reception classes	
B.	SEMH needs of many vulnerable children and their families	
C.	High mobility rates - in year transfers are often PP children with additional learning or SEMH needs	
D.	High proportion of PP children are also on the SEND register (13.9%) impacting on attainment across all subjects	
E.	Attendance – PP children 94.2% v non PP children 96.0%, PP PA 17.7% v non PP PA 7.8%	
F.	Family disengagement – poor home learning environments, reduced opportunities for home learning and curriculum enrichment	
G.	Area of high social deprivation – 97% of area in most deprived 10% nationally (IDACI)	
<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Continue to improve oral skills in the EYFS	Increase percentage of children achieving typical level of development (TLD) in Speaking at end of Reception from significantly low starting points
<b>B.</b>	Improve percentage of children, especially boys, achieving overall GLD and GLD in Reading and writing	To continue to close the gap between national GLD 61% v Nat 74% Reading 61% v Nat 79% Writing 61% v Nat 76%

<b>C.</b>	Closing in school gaps between attainment of disadvantaged and other children in KS1 in all subjects, including attainment at Greater Depth	In school gap closed for disadvantaged pupils and gap to national significantly reduced. R – 72% National 79% GD 5% Nat 29% W – 62% National 74% GD 8% Nat 18% M – 74% National 80% GD 10% Nat 25%
<b>D.</b>	Close in school gap between disadvantaged and other children in the phonic screening check and be in line with other disadvantaged pupils nationally.	Disadvantaged children achieve in line with national disadvantaged children. 80% - National 85 % )
<b>E.</b>	Close gaps between disadvantaged and other children, in reading and writing at KS2 including Greater Depth and Greater Depth in Maths	Gaps narrowed between PP and non PP children. R – 68% National 80% GD 10% Nat 33% W – 71% National 83% GD 10% Nat 24% M – 80 % National 81% GD 20% Nat 28%
<b>F.</b>	Improved attendance	To close in school attendance gap between pupils entitled to pupil premium and those not entitled (2017-18 FSM 5.8% absence, Non FSM 4.0%. In school gap of 1.8%. FSM gap to National FSM is 5.8% compared to 5.7%.

6. Planned expenditure					
<b>Academic year</b>		<b>2018 - 2019</b>			
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					
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 parental engagement and experiences (including oral skills) for EYFS	Continue to develop engaging experiences including visitors and activities, providing opportunities for conversation	N1 on entry data shows of children working at typical level of development (TLD) in speaking significantly below average.	Monitor uptake and analyse feedback from parents. Analyse data on termly basis including on exit data and on entry to nursery N1 and N2.	S.Rugen	December 18 March 19 June 19
Increased parental engagement in children's learning. Increase percentage of children achieving at least TLD in Literacy at the end of Reception class	Continue to engage parents through workshops and drop ins. Whole school approach to Read, Write, Inc.	On entry data September 2017 for Reception class children showed that 26% of children were working at TLD for Reading, 14% for Writing.	On entry and exit data for all children in Reception and KS1 will assessed regularly and data analysed.	S.Rugen	December 18 February 19 April 19 June 19
To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for Pupil Premium pupils to at least 96%	Learning Mentor to continue to support improvement in parental engagement and improved attendance and reduced PA. Additional EWO time to analyse data and meet with families.	End of year data for 2018 indicates overall attendance of all pupils at 94.9%. Attendance for pupils entitled to pupil premium is 94.2% compared to attendance of non-pupil premium children at 96.0%. Target: to close in school gap of 1.8%.	Half termly monitoring of attendance led by Learning Mentor and EWO and overseen by Head teacher.	L. Walls F. Roper R. Slater	Oct 18 Dec 18 Feb 19 April 19 May 19 July 19

To raise standards in all subjects in KS1 and at greater depth standard including phonics at Year 1, closer to national averages.	Reducing class sizes to a maximum of 20 for in Year 1 for core subjects. Additional 1:1 teaching assistants for specific children to ensure needs of those children supported and not impacting on learning of other	Reading – PP 72% (Nat 79%) GD 5% (29%) Writing – PP 62% (Nat 74%) GD 8% (18%) Maths – PP 74% (Nat 80%) GD 10% (25%) Target – To close the gap to national in all subjects including GD standard Phonics screening check - gap to national for all pupils is -4%	Robust monitoring and accountability systems, a culture of raised expectations, learning walks and drop-ins. Half termly progress meetings. Swift identification of pupils not on track and timely interventions put in place and progress monitored regularly. Half termly RWI assessments and	FR, DP, SR, DBM, CS	Oct 18 Dec 18 Feb 19 April 19 May 19 July 19
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	children. Additional 0.6 teacher in Year 2 to provide targeted support.	Gap for disadvantaged children to national disadvantaged children – 5% RWI approach adopts vertical ability groups. Phonics teaching specific and progress monitored half termly. 1:1 intervention to target children with specific gaps. Target - Close in school gap and ensure disadvantaged children are achieving in line with other disadvantaged children nationally and closing gap to national average 83%	evaluations. 1:1 interventions monitored half termly.		
Adoption of RWI throughout school targeting children in KS2 who are not secure in their phonics and are not reading fluently by providing small group work or 1:1 intervention. Regular phase meetings and opportunity to moderate judgements. Bespoke CPD for writing. Opportunities to moderate work with other local schools through Learning Network and LA moderation meetings. Working alongside North West Maths Hub 3 to ensure a mastery	In reading 68% of disadvantaged children reached the expected standard compared to 75% national – a gap of -7%. Dis children 10% at greater depth compared to 28% national. In writing 71% of disadvantaged children reached the expected standard compared to 78% national – a gap of -7%. Dis children 10% at greater depth compared to 20% national. In maths 80% of disadvantaged children reached expected standard	Robust monitoring and accountability systems, a culture of raised expectations, learning walks and drop-ins. Half termly progress meetings. Swift identification of pupils not on track and timely interventions put in place and progress monitored regularly. Half termly RWI assessments and evaluations. 1:1 interventions monitored fortnightly. Attendance at moderation sessions.	FR, DP, SR, JS, CS	Oct 18 Dec 18 Feb 19 April 19 May 19 July 19	

<p>approach to the teaching of maths is embedded across school.</p>	<p>compared to 76% of all national children – exceeding national by 4%. Dis children 20% at greater depth compared to 24% national.</p> <p>Target – to close the gap between disadvantaged children and other children nationally.</p>				
<b>Total budgeted cost</b>					£88,096
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Increase in percentage of children achieving expected standard in Prime Area of Communication &amp; Language and Personal, Social and Emotional Development on exit data from EYFS.</p>	<p>Directed group activities to promote language support in EYFS. Reception children not on track supported in specific developmental intervention groups. Additional apprentice LSA to support in Nursery.</p>	<p>On entry data consistently shows children enter school working significantly below TLD in Communication &amp; Language particularly in Speaking. Early identification and intervention will ensure children are able to reach age related expectations not only in Speaking but also in Reading, Writing and Mathematics.</p>	<p>High quality teaching and continuous provision will provide opportunities to address issues. Intervention approach for identified children. Regular supervision meetings with Early intervention team and meetings with parents. Termly data will also be monitored by the SLT.</p>	<p>F.Roper S.Rugen</p>	<p>December 2018 March 2019 June 2019</p>



Increase % children reaching ARE by the end of the academic year, particularly in reading and writing.	Additional teaching and support staff to reduce class group sizes and to deliver additional intervention sessions.	Internal tracking data indicates that a number of PP children are working below ARE. Smaller class sizes will ensure more support for vulnerable children. Targeted intervention to fill identified gaps in learning.	Progress and attainment of targeted pupils will be monitored on a termly basis.	F. Roper D. Paton D. Buffle-Morland C. Seal	December 2018 March 2019 June 2019
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Accelerate progress of pupils in phonics and reading.	Read, Write, Inc phonics and reading programme.	Consistent approach to the teaching of whole school phonics. Programme is able to be delivered by teaching and support staff following prescribed scheme. Children are taught consistent strategies and assessed regularly to identify progress and gaps.	Whole school training in RWI. Support from RWI consultant through 2 in school development days. Drop in monitoring visits from FR and SR. Half termly assessments of all children following programme by SR. More regular assessments of children receiving 1:1 support.	F. Roper J. Sheeran S. Rugen	October 18 December 18 February 19 April 19 May 19 July 19
Opportunity to read with reading partner 2 times per week. Promote enjoyment and love of reading resulting in at least expected progress for all pupils involved.	Targeted Reading support for children not at ARE in reading from Beanstalk reading partners.	Additional time with a trained adult to support reading on a one to one basis – special time not only to further develop reading skills but to instil a lifelong love of reading, stories and books.	Attainment for targeted pupils will be monitored on a termly basis.	C.Seal F.Roper D.Paton	December 2018 March 2019 June 2019

**Total budgeted. cost**

£ 126,706

### iii. 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?
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<p>To raise self-esteem, improve attitudes to learning and promote positive learning behaviours.</p>	<p>Positive Futures, Me Gangs no Way, Littlefoot HQ, LFC Red Neighbours to deliver workshops to raise aspirations, confidence and motivation.</p>	<p>Many children have complex social and emotional issues. Their families have complex issues and children are exposed to domestic violence, parents in prison, emotional neglect and family breakdown. Children will benefit from opportunities to raise their esteem, improve resilience and work cooperatively with their peers.</p>	<p>Group/class work is supported by class teachers and Learning Mentor. Liaison with visiting groups prior to visit to discuss activities and core skills to be addressed.</p>	<p>Well-being Team led by DBM, LW – learning mentor, FR</p>	<p>Sessions will be reviewed and behaviours of key children observed and monitored.</p>
<p>To provide children with a more settled and healthy start to their school day.</p>	<p>Subsidised places at breakfast club.</p>	<p>Vulnerable children often have a very chaotic start to their school day. Attendance and punctuality is often a cause for concern and often these children arrive at school without having had breakfast.</p>	<p>Learning Mentor will target vulnerable families and offer subsidised places to attend breakfast club.</p>	<p>LW FR</p>	<p>Attendance and punctuality will be monitored. Readiness to learn and behaviours to learning will be observed. Pupil Progress meetings can measure individual attainment and progress.</p>
<p>To provide all children with a range of experiences and educational visits to support and foster an enthusiasm for learning.</p>	<p>Subsidised costs for educational visits/visitors.</p>	<p>Children have access to limited life experiences. Many families are not financially in a position to fund educational visits and trips. Subsidising trips ensures all children are provided with experiences and opportunities to engage them in their learning and broaden horizons.</p>	<p>All year groups to be allocated funding to support curriculum trips and experiences.</p>	<p>DBM DP FR</p>	<p>Half termly to ensure all children have opportunities to engage in their half termly curriculum themes.</p>
<p>To support vulnerable children with uniform and other essential items.</p>	<p>Learning Mentor to identify children in need and provide support for vulnerable families.</p>	<p>To ensure children feel equal amongst their peers they may need essential items such as uniform, shoes, PE kit or shoes to be provided by school.</p>	<p>Learning Mentor will ensure most vulnerable and needy families are supported at times of dire need.</p>	<p>LW FR</p>	<p>Termly review meetings with LW and FR and inclusion team</p>

To support families in need to ensure children are attending school and ready to learn.	To fund full time Learning Mentor, 0.6 Learning Mentor and a family support worker to work with vulnerable families.	Many of our families need support due to a range of social, emotional and financial issues. Learning Mentor will support families practically where possible and signpost to other agencies offering support. The family support worker will offer support within the context of the home and liaising with other agencies.	Monitoring by Learning Mentor of impact of support provided to identified families. EHAT meetings to monitor impact of actions.	LW FR	Termly review meetings with LW and FR and inclusion team
Provide opportunity for children to learn a tuned instrument and access after school musical provision.	To fund a music specialist to provide class support and extra-curricular provision.	Many children do not have the opportunity to access musical lessons. This provision provides children with an opportunity to play a tuned instrument.	Drop-ins to lessons to observe participation and enjoyment. Led by Resonate music specialist. Annual concert for parents.	FR DP BH Resonate Music Hub	Annually with Resonate
Provide Year 6 pupils with revision materials and resources in preparation for Year 6 tests.	Range of revision materials purchased for use in school and at home.	To provide children with any additional resources which will boost attainment and confidence prior to tests.	DH teacher will oversee revision programme for Year 6 pupils.	DP CL BH	Summer term
Engage children in reading for pleasure and encourage them to become lifelong readers.	Additional fiction and non-fiction resources bought for new reading loft area.	Children do not have access to quality texts within their own homes. By providing these resources within school it is hoped that a passion for reading will be developed.	Deputy head, English subject lead and reading advocate to oversee use of new reading loft area.	DP CS JS	
<b>Total budgeted cost</b>					<b>£58,045</b>

## Impact of Pupil Premium Funding 2017 – 2018

### EYFS achieving a GLD

GLD	2017			2018		
	Sch %	Nat%	Gap	Sch %	Nat %	Gap
All Pupils	61.7	70.7	9.0	63.5	71.5	8.0
FSM	64.7	-		63.2	-	
Non FSM	60.5	-		62.8	-	

### KS1 Phonics Screening Check

	2017			2018		
	All %	Dis %	Nat %	All %	Dis %	Nat %
Year 1	80	81	81	79	72	83
Year 2	95	93	92	95	92	90

## KS1 Attainment

Teacher Assessments	2016			2017			2018		
	All Exp+%	Dis Exp+%	Nat Exp+%	All Exp+%	Dis Exp+%	Nat Exp+%	All Exp+%	Dis Exp+%	Nat Exp+%
Reading	42	36	74	65.5	68.8	76	73.2	72.7	75.4
Writing	32	23	65	55.2	43.8	68	66.1	59.1	69.9
Mathematics	39	32	73	72.4	68.8	75	75.0	77.3	76.1

## KS2 Attainment

	2017			2018		
	All Exp +%	Dis Exp +%	Nat Exp +%	All Exp+%	Dis Exp+%	Nat Exp+%
Reading	77.8%	72.2%	71.5%	74.5%	69.0%	75.3%
Writing	72.2%	66.7%	76.3%	74.5%	72.4%	78.3%
Mathematics	83.3%	72.2%	74.9%	83.6%	82.8%	75.6%
RWM	63.0%	50.0%	61.1%	67.3%	58.6%	64.3%

## School Level Absence

	2015	2016	2017	2018
% school absence	4.9%	5.0%	5.1%	5.1%
% national average	4.0%	3.9%	4.0%	4.2%
Difference (school/NA)	0.9	1.1	1.1	0.9

% disadvantaged school absence	<b>5.9%</b>	<b>5.9%</b>	<b>6.5%</b>	<b>5.8%</b>
% disadvantaged national average	<b>5.4%</b>	<b>5.2%</b>	<b>7.0%</b>	<b>5.7%</b>
Difference (school/NA)	<b>0.5</b>	<b>0.7</b>	<b>-0.5</b>	<b>0.1</b>
% school persistent absence	<b>4.3%</b>	<b>12.8%</b>	<b>15.7%</b>	<b>14.4%</b>
% national average	<b>2.7%</b>	<b>8.8%</b>	<b>10.5%</b>	<b>9.6%</b>
Difference (school/NA)	<b>1.6</b>	<b>4.0</b>	<b>5.2</b>	<b>4.8</b>
% disadvantaged school persistent absence	<b>5.5%</b>	<b>18.0%</b>	<b>25.0%</b>	<b>17.7%</b>
% disadvantaged national average	<b>5.4%</b>	<b>15.1%</b>	<b>21.6%</b>	<b>17.2%</b>
Difference (school/NA)	<b>0.1</b>	<b>2.9</b>	<b>3.4</b>	<b>0.5</b>