

# Astbury St.Mary's C of E Pupil Premium Strategy Statement



| 1. Summary information        |  |   |         |   |          |
|-------------------------------|--|---|---------|---|----------|
| <b>School</b>                 | Astbury St. Mary's C of E Primary School |   |         |   |          |
| <b>Academic Year</b>          | 2018/2019                                | <b>Total PP budget financial year April 18 – March 19</b> | £25,080 | <b>Date of most recent PP Review</b>                  | 15.10.18 |
| <b>Total number of pupils</b> | 69                                       | <b>Number of pupils eligible for PP (Sept 18)</b>         | 9       | <b>Date for next internal review of this strategy</b> | Sept 19  |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving EXS or above in reading, writing &amp; maths (or equivalent)</b> | 2/6 x Y6 33%                                | 3/9 x Y6 33% (53%)                                   |
| <b>Yr2 –Yr6 progress Score in Reading</b>                                       | -3.53 (-8 to 1.3)                           | tbc  |
| <b>Yr2 –Yr6 progress Score in Writing</b>                                       | -1.76 (-6.4 to 2.8)                         | tbc  |
| <b>Yr2 –Yr6 progress Score in Maths</b>   | -2.75 (-7.1 to 1.5)                         | tbc  |

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | In all years 1 – 6, attainment is lower in reading, writing and maths.                |
| <b>B.</b> | In year 4, children make less progress in reading and writing.                        |
| <b>C.</b> | SEND and behaviour for learning are having a detrimental effect on academic progress. |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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|-----------|---|
| <b>D.</b> | Family separation / bereavement – emotional issues for pupils |
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| 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | Success criteria |
|---|------------------|
|---|------------------|

|           |  |  |
|-----------|--|--|
| <b>A.</b> | Close the gap between attainment in reading, writing and maths for PP children in Years 1 - 6.                         | Children eligible for PP close the gap in attainment with 'other' children in reading, writing and maths. Measured in Years 1 - 6 by teacher assessments and SATs for Y2 and Y6. |
| <b>B.</b> | Narrow the gap for progress in reading and writing for PP children in Year 4.  | Children eligible for PP make as much progress as 'other' children in year 4 in reading and writing. Measured by teacher assessment.   |
| <b>C.</b> | SEND - children overcoming barriers to learning through quality first teaching and an improved behaviour for learning. | Quality first teaching observed in lessons and secrets of success embedded. SEND provision enabling children to make progress in line with non PP children.                      |

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|----|--|--|
| D. | Children developing resilience and developing positive emotional health through the CECP well-being support. | Children engaging in emotional health support as appropriate. Children demonstrating growth mind set in lessons. |
|----|--|--|

| 5. Planned expenditure   |   |  |   |                           |                                      |
|--|---|--|---|---------------------------|--------------------------------------|
| Academic year  |   | 2018 - 2019  |   |                           |                                      |
| 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. Quality of teaching for all   |   |  |   |                           |                                      |
| 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 continue to support PP children in lessons and through intervention to ensure progress and attainment is in line or above 'other' children.<br>To develop improved quality first teaching | TAs to be given focused planning and work with small groups in order to ensure clarity of understanding.<br>Quality first teaching for all. | We want to provide extra support to promote high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.<br>Quality first teaching training shows improved approaches for all. | Pupil progress meetings/<br>tracking Lesson observations,<br>book scrutinies and pupil interviews. Governor monitoring<br>Peer review process | Pupil Premium Coordinator | September 2019                       |
| <b>Total budgeted cost</b>   |   |  |   |                           | £9000                                |
| ii. 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? |

| <p>To close the gap in attainment in reading, writing and maths in years 1 - 6.</p> <p>To accelerate progress in maths in Y4.</p> | <p>Focussed Asses Plan Do Review docs for PP/SEND children to focus learning.</p> <p>Small group pre / post learning sessions for Maths / English with dedicated TA. (5 x per week 15 mins x 2)</p> | <p>Pre-Learning assessment allows teaching to be focused on areas of misunderstanding and post learning allows a greater focus on areas of weakness.</p> | <p>Teachers to plan/provide activities for sessions that link with English and maths lessons. Regular assessment using focussed tasks/tests to ensure clarity and focus.</p> <p>Impact overseen by maths / writing co-ordinator.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> | <p>Pupil Premium Coordinator</p> | <p>September 2019</p>                       |
|---|---|--|---|----------------------------------|---|
| <b>Total budgeted cost</b>  |   |  |   |                                  | <p>£13000</p>                               |
| <b>iii. Other approaches</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>Improve emotional well-being / mental health and behaviour for learning</p>  | <p>Play Therapy Sessions<br/>Use of CECP well-being programme<br/>Development of school nurture room.</p>   | <p>See 'summary of results' on <a href="http://www.playtherapy.org.uk/Research/Research1">www.playtherapy.org.uk/Research/Research1</a></p>              | <p>Regular updates with Play therapy / Visyon well being to ensure this is still a valuable use of resources.</p>   | <p>Head</p>                      | <p>September 2019</p>                       |
| <b>Total budgeted cost</b>  |   |  |   |                                  | <p>£3000</p>                                |

| 6. Review of expenditure  |  |  |  |         |
|---|--|--|--|---------|
| Previous Academic Year  |  | 2017 - 2018  |  |         |
| i. Quality of teaching for all  |  |  |  |         |
| Desired outcome   | Chosen action / approach   | Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>  | Lessons learned<br><i>(and whether you will continue with this approach)</i>   | Cost    |
| To continue to support PP children across school in small groups in lessons to ensure progress and attainment is in line or above 'other' | TAs to be given focused planning and work with small groups in order to ensure clarity of understanding. | Attainment in reading was mainly above peers and in writing was above for PP children in Y2. In Y5, attainment in reading was above peers whilst it was slightly below in writing. | It is clear that focusing on small groups of children who are struggling in certain areas provides excellent opportunities for progress. We are planning to continue with this approach.   | £10,000 |
| ii. Targeted support  |  |  |  |         |
| Desired outcome   | Chosen action / approach   | Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>  | Lessons learned<br><i>(and whether you will continue with this approach)</i>   | Cost    |
| To narrow the gap in progress and attainment in Maths in years 2, 5 and 6.  | Small group pre / post learning sessions for Maths with dedicated TA. (5xper week ½ hour)                | PP children made as much progress as other children in maths in Y2 and Y6 – not in Y5 (SENS barriers to learning and emotional issues preventing learning).                        | This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. Y5/6 children were split from Jan – July 0.5 – this was effective for progress – we will continue with this approach. | £6,000  |
| iii. Other approaches   |  |  |  |         |
| Desired outcome   | Chosen action / approach   | Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>  | Lessons learned<br><i>(and whether you will continue with this approach)</i>   | Cost    |

|   |   |  |   |       |
|---|---|--|---|-------|
| Improve emotional well-being and behaviour for learning | Play Therapy Sessions<br>Use of CECP well-being programme | 1 x PP Health and well being, 2 x PP play therapy, 1 x PP Barnados referral, 2 x PP CAMHS referrals<br>Children demonstrating growth mind set in lessons – 11/19 PP children | CECP services bought in to for a further year. Review service from Visyon – possible change to Swans counselling service. | £2000 |
|---|---|--|---|-------|

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.