

## **Pupil Premium Funding Information For Academic Year 2019 - 2020**

<b><i>School Name</i></b>	St Mary's Church of England Primary School
<b><i>Number of pupils on roll in school</i></b>	62 September 2019
<b><i>Number of pupils eligible for Pupil Premium Funding</i></b>	4 Pupils 6 %
<b><i>Date Pupil Premium Statement Review</i></b>	February 2020
<b><i>Staff and Governor responsible for Pupil Premium Pupils</i></b>	Mrs C Hill – Headteacher Mrs E Furnival (Chair of Governors)
<b><i>Total Pupil Premium budget allocated to school 2017-2018</i></b>	£11,560
<b><i>Total Pupil Premium budget allocated to school 2018-2019</i></b>	£17,560
<b><i>Total Pupil Premium budget allocated to school 2019-2020</i></b>	£15,760

Attainment July 2019	Pupils eligible for Pupil Premium Funding in School	Pupils not eligible for Pupil Premium Funding in School
Percentage achieving a Good Level of Development by end of EYFS (Reception Year)	0 pupils	78.5%
Percentage achieving the required standard in Y1 Phonics test	20%	80%
Percentage achieving expected/above standards in reading KS1 (measured at end of Year 2)	No PP pupils in Year 2	No PP pupils in Year 2
Percentage achieving expected/above standards in writing KS1 (measured at end of Year 2)	No PP pupils in Year 2	No PP pupils in Year 2
Percentage achieving expected/above standards in maths KS1 (measured at	No PP pupils in Year 2	No PP pupils in Year 2

end of Year 2)		
Percentage achieving expected/above standards in reading KS2 (measured at end of Year 6)	60%	20%
Percentage achieving expected/above standards in writing KS2 (measured at end of Year 6)	60%	20%
Percentage achieving expected/above in maths KS2 (measured at end of Year 6)	60%	20%
Whole School Progress scores in reading	-0.5	-0.4
Progress scores in writing	0.4	0.3
Progress scores in maths	0.7	0.5

Average attainment scores for PP across the Year Groups – Year 1 and 2 Year 3 and 4 Year 5 and 6		
Reading	Writing	Maths
3.0	3.0	3.0
1.5	1.5	2.0
3.0	3.4	2.6

The main barriers to educational achievement by eligible pupils in our school are as follows –

Lack of life experiences

Low expectations of themselves

Pupil's self- belief

Additional needs (cognition, learning and nurture)

Isolation due to the rural nature of our setting

The school will be identifying and monitoring the eligible pupils to ensure that provision meets their needs.

Ensuring eligible pupils are challenged to reach their full potential.

Focus on raising attainment in reading, writing and maths to diminish differences between eligible pupils and their peers.

**In 2019 we received a total Pupil Premium grant of £ £15,760**

**We will spend this on :-**

Teaching Assistant led intervention to support English and Maths, challenge for academically able pupil - £9,000

Educational visits and out of school hours activities subsidised or paid for (including residential trips) - £1,000

Additional intervention depending on need - £4,000

Music lessons (music first) - £402

Themed music and dance workshops - £600

Music on line scheme – Charanga- £216

September 2019

<u>Target</u>	<u>Action</u>	<u>Success will depend upon -</u>	<u>Staff Lead</u>	<u>Impact</u>
<i>High quality English and Maths teaching and learning</i>	Specialist staff and maths champion to deliver high quality maths intervention . Over learning and gap filling to be the focus areas for teaching. Target for stretch and challenge for academically able pupil also.	Rigorous assessment to monitor the impact of intervention on attainment and progress. Links to staff professional development objectives. Develop open ended purposeful problem solving to allow for application of skills both in English and	SG	

		<p>Maths. Lesson observations and learning study outcomes. Pupil voice. Data analysis.</p>		
<p><i>To broaden life experiences and enrichment opportunities (building self-belief and confidence)</i></p>	<p>To strive to remove internal and to a degree external barriers to learning through a nurture based approach to teaching and learning. For staff to develop strong relationships with children and through pastoral care and positive reinforcement build self confidence and self-esteem. Take part in a range of experiences and enrichment days. Children and parents to fully engage with school and take part and contribute to the wider school context Chosen to participate in school sports tournament and a range of sports and non -sports based after school clubs.</p>	<p>Early identification of support. Regularly review and monitor progress and impact of events.</p> <p>Staff informal discussions, parent consultation evenings. Pupil voice. Qualitative data measured.</p>	All staff	
<p><i>Diminishing the difference in academic attainment for PP Year 6 and Year 2 pupils between them and their peers</i></p>	<p>SATS booster sessions commence January 2020. Withdrawal intervention and after school sessions. For disadvantaged pupils in Year 2 and 6 in preparation for SATs year and tests. To gain and consolidate knowledge, skills and understanding – to raise attainment levels. To reduce the gap between themselves and their non PP peers.</p>	<p>Assessment data reviews on a regular basis. Frequent collaborative meetings with staff to discuss qualitative and quantitative data and overall impact.</p>	CH, SG, RR, DC	

<i>Widen curriculum experiences to develop a love of music and ability to play an instrument</i>	Funded music sessions. Children will be given the opportunity to learn how to play a chosen instrument. Basic music theory and notation – part of sessions. Children will learn to play and sing to allow them to perform in an end of year performance. Play within a small group, individually or whole class situation. Funded music mash sessions. Weekly music lessons.	Pupil voice. Enjoyment of sessions and confidence levels and ability in playing and performing.	Beth Hughes Laura Pritchard. Martin Jones	