

1. Summary information					
School	St Mary's C. E. (VC) Primary School, Timsbury				
Academic Year	2019-20	Total PP budget	£28,600	First Review	DEC 2019
Total number of pupils	159	Number of pupils eligible for PP	22	Second Review	

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP ((our school)</i>
% achieving EXS in reading, writing and maths combined at end Year 6 (2019)	100%	82%
Average Tracking Points Progress in reading in 2018-19 (all years)	+5.4	+4.7
Average Tracking Points Progress in writing in 2018-19 (all years)	+2.8	+2.9
Average Tracking Points Progress in maths in 2018-19 (all years)	+5.7	+5.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A high proportion of PP children also have SEND
B.	Gaps in learning preventing pupils from achieving age related expectations, particularly for in year transfers and those with low attendance
C.	Issues relating to low self-esteem, confidence and resilience, resulting in children not yet ready to learn /able to access learning
D.	Access to extra-curricular activities – education experiences such as trip, music lessons and participate in physical activities.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behaviour.
F.	Capacity of vulnerable families to engage and support in learning, with increasingly limited access to support services/social care
G.	Persistent Absence and Term Time Holiday
H.	Parents have limited incomes which restricts the range of experiences they are able to offer their children.
I.	In Year transfers of children who are significantly below ARE and with complex needs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS/KS1 S&L therapist is in school on a weekly basis and able to provide advice, support and training for those delivering interventions, as well as parents. Children entering KS2 have no S&L barriers to learning; or if they do, there is a clear, targeted provision in place to ensure progress is made.	Where teachers or parents have concerns about S&L, a timely referral will result in assessment and identification of needs, which can then be addressed. An in-school tool (Wellcomm) for assessing needs will be used for all children in EYFS and year 1; with interventions then put in place, monitored and evaluated.
B.	Pupils eligible for PP improve their phonic knowledge and can apply this in their independent writing. Sounds Write Training; Regular Class Assessments; Termly Screener Assessments show improved scores – tracked by Phonics Leader	Phonics Leader understands and performs her role in monitoring pupil progress in Phonics. SENCO/Phonics Leader supports/plans and reviews progress in Sounds-Write Intervention on a termly basis. All Pupils eligible for PP will pass the Year 1 test. Pupils apply phonic knowledge in writing
C.	Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed. Teachers and Teaching Assistants will possess and use good subject knowledge. Books and Lesson observations will show that all pupil premium pupils are making progress	Teachers accurately identify gaps in learning; monitored by Middle Leaders SENCO and Subject leaders support class teachers to ensure access to learning, and strategies to address gaps in learning. Teachers plan and deliver class provision to address these needs. HT, Progress Leader and SENCO ensure that staff deployment maximises the likelihood of gaps being eradicated. The percentage of pupils who reach the expected standard in their year group for reading writing and maths are in line or above National.
D.	Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom. Thrive Assessments completed with Practitioners and Class Teachers show progress on profile scores. Forest School Intervention Records demonstrate individual progress In learning behaviours, emotional regulation and peer skills.	Pupils engage positively in lessons and wider school life; which impacts positively on academic attainment. Thrive and Forest School Tracking demonstrate individual progress. Thrive and Forest School impact upon attendance and engagement in learning Visitors evidence excellent behaviour for learning.
E.	Increased attendance rates for pupils eligible for PP. Designated Safeguarding Lead undertakes Termly, Monthly, Weekly monitoring of Attendance according to pupil need (including the use of Attendance Plans) – demonstrate improving attendance (case studies)	Barriers to attendance are identified through pupil monitoring, conversations, attendance meetings, CAFs etc – and external agencies provide timely and appropriate support for vulnerable families. DSL escalates concerns and seeks alternative solutions when external agencies are unable to support the family. Attendance is at least 95%; Tracking shows upward trends in attendance for Pupil Premium Children. Persistent Absence is reduced and in line with National.
F.	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential.	Pupils will engage on the wider school life – taking part in after school clubs and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement and wellbeing.

5. Planned expenditure					
Academic year	2019-20				
How we 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?
<p>B</p> <p>Pupils improve their phonic knowledge</p> <p><i>and</i></p> <p>Pupils can apply their phonic knowledge in their independent writing</p> <p>(Aspiration is that all PP children reach threshold, or demonstrate significant improvement in mock screeners during the year)</p> <p>ESTIMATED COST £10000</p>	<p>Phonics – Sounds write Training for 4 teachers; purchase of decodable books and relevant SLE support</p> <p>Non-contact time for Phonics Leader to monitor, evaluate and make changes to provision as required. This may include additional teaching for PP children.</p> <p>TA training</p> <p>Phonics Workshop for Parents x2</p> <p>Spelling programme re-examined by Phonics and English Leader</p>	<p>Spelling weakness has not been eradicated – we need a programme that has a much stronger link; and well trained staff</p> <p>The new Phonics Leader will require appropriate non-contact time to conduct this monitoring and evaluating role. <i>EEF note that Phonics provides an average impact of +4 months</i></p> <p>Teaching Assistants need to be confident in their subject knowledge and pedagogy.</p> <p>The Sounds-Write Trainer will lead 2 workshops at the school <i>EF states that parental involvement can make +3 months impact on children’s attainment</i></p> <p>Spelling was a limiting factor in pupil achieved the expected standard for Writing in Year 2. New Leaders need to research, resource and monitor effectively</p>	<p>Monitoring records Including pupil assessments, observations, book looks and pupil conferencing</p> <p>CPD Feedback</p> <p>Parent feedback</p> <p>English Leader Monitoring</p>	<p>Phonics Leader - Maddie Wylie</p> <p>English Leader – Claire Brewer</p>	<p>DECEMBER</p>

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?
C Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed. ESTIMATED COST £5000	Non-class based SENCO Non-Class based Phonics Specialist Teacher CPD on: S-Planning Maths Subject Knowledge Reading Teaching of Writing – T4W Assessment for Learning INSIGHT tracking	Ensuring that the SENCO can focus on assessment and provision, enables them to support staff and children more effectively and in a timely manner Teachers and Teaching Assistants need to be confident in their subject knowledge and pedagogy. Accurate assessment for learning enables precise planning/provision... with well targeted support in place the gaps in learning should be addressed Talk for Writing Approach when delivered consistently, has resulted in good English attainment when staff subject knowledge enables effective delivery. http://www.talk4writing.co.uk/	Monthly SEN Review meetings between HT and SENCO Subject Leader Monitoring Assessment Leader monitoring English Leader Monitoring	SENCO Middle Leaders Middle Leaders	Annually Termly Termly
	Dedicated non- contact time for effective Pupil Progress Reviews, Moderation and Assessment Reviews	It is imperative that teachers have adequate time to monitor, discuss and secure assessment judgements with each other, both in school and between schools, so that accurate assessment can inform future provision	Pupil Progress Review Meetings Leaders Monitoring;	Deputy and Assess. Leader	Ongoing – as needs arise with consideration for budget
D Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom. ESTIMATED COST £5 000	Whole School Thrive Approach Including training for all staff and Thrive Licence Forest School	https://www.thriveapproach.com/the-thrive-approach/ https://www.forestresearch.gov.uk/documents/1418/ForestSchoolEnglandReport.pdf http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_OBrien_Murray-2007.pdf <i>EEF suggests pupil who participate in adventure learning interventions make approximately +4 moths progress over the course of a year</i>	Thrive Assessments SENCO monitoring Forest School Plans/Records Observations Feedback from Pupils, Parents and Teachers	SENCO Forest School Leader - Bran Munro	Ongoing Annually
Total budgeted cost					£20,000

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?
A. Improve oral language skills for pupils eligible for PP in EYFS/KS1 ESTIMATED COST £1000	Speech and Language Therapist service in school, weekly GLS Wellcomm	Providing timely assessment and an on-site specialist enables PP children to access appropriate intervention; and teachers and TAs to receive appropriate guidance on effective strategies Case Study research suggests the GLS Wellcomm assessment and intervention is effective in securing an increase in children who screen at the right level for their age in just eight months, after appropriate interventions https://www.gl-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/	SENCO and EYFS Leader Monitoring	SENCO EYFS LEADER	Termly
B Pupils improve their phonic knowledge and Pupils can apply their phonic knowledge in their independent writing ESTIMATED COST £3 000	Sounds-Write Intervention for those children who did not reach the threshold in Year 1 Targeted Sounds-Write Intervention led by teacher in T1 and 2	Teachers have identified children who would benefit from additional support in learning, practising, and identifying/correcting errors in their work. Additional adult support (TA) will be deployed to enable this; but for T1 and 2, we are able to deploy our Phonics Leader to provide this as a new intervention	Sounds-Write Intervention records/SENCO Class teachers to monitor and support TA delivering Phonics Leader	Kate Rhymer-Nott Helen Smart Maddie Wylie	Termly as part of Pupil Progress Reviews + 6 week check
D Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom.	Thrive – targeted intervention Forest School - targeted intervention Dedicated TA support to enable access to learning ESTIMATED COST £2000	Addressing social and emotional issues means that children are more able to learn. Fewer issues means class teachers can spend more time teaching and less time dealing with issues. Facilitating peer relationships in Forest School may have a positive impact on collaboration, self-confidence and self-regulation. Evidence cited under other sections. <i>EEF also suggests social and emotional interventions improve attainment by +4 months; behaviour interventions by +3 months.</i>	Observations Pupil Progress Reviews Thrive Records B&A Reviews Fewer Concerns logged on weekly Behaviour sheets Teacher and TA feedback.	SENCO to oversee JP and PB MC/AHT to monitor weekly behaviour logs T1/2	Termly as part of PP + 6 week check

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>C Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.</p> <p>ESTIMATED COST £3000</p>	Rapid Maths Intervention	<p>Children who have completed the programme at St Mary's are now working at ARE</p> <p>Rapid Maths improves Number skills: https://www.pearsonschoolsandfecolleges.co.uk/Assets/Library/SECTORS/Primary/AdvertsAndGraphics/2011pdfs/RapidFamilyEfficacyMaths.pdf</p>	<p>Intervention Records//SESCO Pupil Progress Reviews</p> <p>And data capture demonstrates wider impact on attainment and progress</p>	Helen Game (TA)	Termly as part of Pupil Progress Reviews + 6 week check
	Rapid Readers/Inference Intervention; supported by Inference Training for TA	<p>Tracking of children at St Mary's demonstrates that Rapid Readers is effective in improving progress in reading (100% at EXS in 2019 SATS)</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/RapidReading/casestudy/CaseStudy.aspx</p> <p><i>EEF suggests that reading comprehension approaches improve learning by +5 months</i></p>	Pupil Feedback	Janice Purnell (TA)	Termly as part of Pupil Progress Reviews + 6 week check
	Beanstalk Reading Intervention (2 x 30 minutes a week) x 2	<p>Reluctant Readers have engaged with Nancy, and developing interest and enjoyment for reading. As a result, they have made better progress.</p> <p><i>EEF Research shows that small group tuition provides an additional +4 months rise in attainment; feedback provides an additional +8 months</i></p>	Pupil Progress/SPTO records	English/ Pupil Premium leader	Term 2, 4, and 5
Teacher Led Small Group Tuition, enables precise teaching and feedback, for children in Year 6 who need to secure ARE				HT and Year 6 Teacher	Termly as part of Pupil Progress Reviews + 6 week check
Total budgeted cost					£9,000

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?
<p>E. Increased attendance rates for pupils eligible for PP <i>Parental engagement (+3 months)</i></p> <p>ESTIMATED COST £1000</p>	<p>Review Policies and Procedures with CMES</p> <p>Attendance Tracking; sharing concerns with parents</p> <p>Termly – all pupils</p> <p>Weekly – those dropping <93%</p> <p>Daily – those on Attendance Plan or CHIN/CP</p> <p>Newsletter and Website updates</p> <p>Implement robust Attendance Plans and work with external agencies in cases of PA and/or where other measures are not improving matters for individuals.</p>	<p>Pupils need to be in school to learn. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>A small group of families persist in taking term time holiday, despite penalty notice requests.</p> <p>Monitoring, warning and information letters/newsletter updates have improved awareness of attendance as an issue of importance. This needs to continue.</p> <p>4 children who are PP also have persistent absence (out of 8 across the whole school in 18-19), and this impacts significantly on the attendance statistics for this group.</p>	<p>Attendance Tracking Spreadsheet/File Letters to parents</p> <p>Consistently apply policy of requesting penalty notices</p> <p>Monthly % reports shared with Governors</p> <p>CMES referrals are successful</p>	<p>DSL – Alice Brown</p>	<p>Ongoing</p>
<p>F</p> <p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum</p> <p>ESTIMATED COST £2000</p>	<p>Residential, clubs and other visits will be subsidised for children currently in receipt of FSM</p>	<p>PP children may not have access to the range of activities that non-PP children have. This limits their wider life experiences e.g. access to the arts, restricting the development of knowledge, vocabulary and skills which they need to be able to draw upon to be successful.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p><i>EEF suggests pupil who participate in adventure learning interventions make approximately +4 moths progress over the course of a year</i></p>	<p>FO ensures FSM receive appropriate subsidies</p> <p>EVC Leader monitors and develops range of educational experiences in conjunction with AHT</p> <p>Teachers ensure PP children targeted</p>	<p>Assistant Head – David Finlay</p> <p>EVC Leader – Chris Daniels</p>	<p>Termly clubs/activities registers</p> <p>Annually</p>
Total budgeted cost					£3000

6. Review of 2018-19 expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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)
-----------------	------------------------	--	--

All children reached Phonics threshold by End Year 2; Improvement seen in Year 1 Weekly monitoring by Phonics Leader ensured an improving picture with regard to quality of phonics provision. Parental engagement increased with over 90% families attending an exemplar Phonics Lesson. However, application into writing has remained poor; and No-Nonsense Spelling has been inconsistent in improving spelling accuracy. **We will change to Sounds-Write as a programme**, but the overall approach will be retained. New English and Phonics Leaders from September 2019. Spelling still concerning. SEN assessment of individual children enabled better match and access to learning – particular demonstrated in Year 6 access arrangements and resulting success. The most effective Pupil Progress Meetings are when dedicated non-contact time has been given to allow full discussions, between class teacher, pupil progress leader and one other member of SLT. **It is imperative that this continues to happen and that tighter individual targets are created for slow movers.**

ii. Targeted support

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)
-----------------	------------------------	--	--

Cross school interventions were well tracked by Headteacher (in the absence of substantive SENCO) and virtually all of these resulted in accelerated progress for children. THRIVE continues to be highly successful – both as a programme for personal development, but also with clear links to improving academic outcomes

iii. Other approaches

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)
-----------------	------------------------	--	--

Attendance improved significantly for target families. (Holiday remains an issue for some). All children were able to participate in a range of visits, including residentials and enhancing events such as Go-Kart racing at Goodwood.

7. Additional detail

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

The Pupil Premium Leader tracks the progress and provision of all children eligible for PP (“*Confidential – Strategy, Barriers and Provision*” Document)

[UPDATED FOR MARCH DATA](#)

[GOVERNOR MONITORING BY TOBY SIMON](#)

[REVIEWED WITH REFERENCE TO PUPIL PROGRESS REVIEWS, FOREST SCHOOL IMPACT RECORDS, PROVISIONAL DATA PACK](#)

[MONTHLY ATTENDANCE REPORTS TO IGB](#)