



ST MARY'S CEVA PRIMARY SCHOOL

Pupil Premium Strategy Statement Evaluation of Implementation

Implementation was halted due to Lockdown on 20.3.20

| 1. Summary information | | | | | |
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| School | St Mary's CEVA Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £70,820 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 257 | Number of pupils eligible for PP | 53 | Date for next internal review of this strategy | July 2020 |

| 2. Current attainment KS2 (2019) | | |
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| | Attainment | |
| | <i>School PP</i> | <i>National all</i> |
| reading, writing & maths | 33% | 65% |
| GPS | 89% | 78% |
| reading | 67% | 73% |
| writing | 44% | 78% |
| mathematics | 89% | 79% |

| 3. Current attainment KS1 (2019) | | |
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| | Attainment | |
| | <i>School PP</i> | <i>National All</i> |
| reading | 84% | 73% |
| writing | 67% | 78% |
| maths | 75% | 63% |



| 4. Barriers to future attainment (for pupils eligible for PP) | | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Passive learning behaviour- not viewing education as important (not viewing their learning journey as being valuable) | |
| B. | Poor learning skills e.g. innovation, resilience, resourcefulness and risk-taking | |
| C. | Pupils displaying poor self-esteem/ social and emotional issues | |
| D. | Lack of parental engagement with learning | |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | |
| A. | Attendance and Punctuality- Pupils in receipt of PP: 95.09% versus pupils not eligible for PP: 96.14%- though less significant than previous years | |
| B. | Limited life experiences (learning outside of school through educational visits, theatre, drama, etc) and associated connections- problem solving- vocabulary | |
| C. | High levels of social and economic deprivation (over 70% of children on IDACI band A-F against 45% nationally). | |
| 5. Intended outcomes for 2019/2020 (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | <p>B. Hart and T.R. Risley (2003) point to the 30 million word gap between professional and 'welfare' families.</p> <p>Improve oral language skills for pupils eligible for PP.</p> <p>Language rich environment in EYFS- working with Pen Green to develop the offer.</p> <p>Bedrock learning- reading comprehension and vocabulary program.</p> | |
| Review of implementation | | |
| <p>Pen Green have worked with the Early Years team to develop the provision.</p> <p>Anecdotal evidence shows that children are engaging in far more conversational play and that EYFS staff are more confident in initiating and supporting early oral language skills.</p> | | |
| B. | <p>Higher rates of progress and attainment across all key stages for all pupils eligible for PP.</p> <p>Teachers are made aware of children eligible for PP in class. 3:1 positive discrimination of questioning for PP. Mentoring process is utilized to ensure QFT.</p> | |
| | <p>Pupils eligible for PP make at least as much progress as other pupils of all abilities. Measured termly assessments. Learning walks will evidence positive discrimination of questioning and QFT.</p> | |



Review of implementation.
 Learning walks witnessed preferential rate of questioning for PP. this will continue and school will investigate additional ways of ensuring this positive discrimination.

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| C. | <p>Increased knowledge, understanding and ownership of their learning journey for pupils eligible for PP. In year data to March shows few gaps between in school PP and 'All' - Positive gaps in reading and writing in year 3 Year 2 writing and year 6 writing and maths had negative gaps</p> | <p>Pupils eligible for PP have additional My Amazing Journey (MAJ) conversations with a member of SLT to increase their understanding of metacognition and their own targets. Children eligible for PP will voice their targets and pupil voice will show understanding of this.</p> |
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Review of implementation.
 Children eligible for PP in year 5 and 6 have had 2 additional sessions of MAJ.
 Pupil voice shows an increased awareness of next steps in learning for children in receipt of PP.

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| D. | <p>Increased parental/family engagement for all pupils eligible for PP</p> | <p>Parental feedback data. Invite parents/carers in for family learning programmes, such as 1,2,3 Magic, Solihull, Healthy Eating- School nursing team, etc. Invite parents in for external speakers – event days- PFA links strengthened to bring in new parents. Attendance at parents' evenings is monitored. Continue communication to all parents re- attendance. Individual reports sent 3x yearly with attendance percentage. Home/school agreement signed for every child.</p> |
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Review of implementation.
 Parents have been invited in for 123 magic but PP engagement was low.
 We had 0% uptake for the healthy eating scheme run by the school nurse.
 PFA has had 100% of new members having children eligible for PP.
 Difference between PP and non-PP for attendance is now diminished. 95.1% PP and 95.1% non-PP.
 Attendance average have been sent out 3 times yearly.
 Attendance at parents evening for PP broadly in line with non PP.



Propose revised home school agreement- uniform offer parents to attend a workshop in order to access this.
External speakers on Online Safety was not attended by any PP parents

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| E. | To increase life opportunities for pupils to build cultural capital. | Children are to have more opportunities for external experiences (minibus – residential – trips – clubs – forest school – experience days in English – visitors) |
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Review of implementation.

Children in receipt of PP have been offered additional opportunities over the year: These included:

Trip to the theatre (another planned trip was cancelled due to lock-down)

Trip to Peterborough cathedral.

Preferential access to Forest school club and PP only forest school group in PM's

Professional puppeteer delivered a KS1 puppet making workshop in December.

At least one PP child represented the school in every external sports tournament. In total PP made up over 30% of all participants but only 20% of the school.