

Pupil Premium Strategy/Self Evaluation July 2020

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Endurance, Compassion, Thankfulness



1. Summary Information					
School:	St Mary's CE Primary School, Putney				
Academic Year	2019-2020	Total PP Budget (19-20)	£28,344	Date of Most recent PP review:	Link Governor Meeting 13.09.19 SDBE Advisor 21.11.19
		Total PP Budget (18-19)	£28,124	16.09.20 (PPG Lead, School Business Manager, Head Teacher)	
		Total PP Budget (17-18)	£31,940		
		Total PP Budget (16-17)	£18,480		
		Total PP Budget (15-16)	£11,880		
Total Number of Pupils	251	Number of pupils eligible for PPG	20 8% (YR-Y6) 19-20	Date for next internal review of this strategy	
			22 8.8% (YR-Y6) 18-19	January 2021	
			23 9.0% (YR-Y6) 17-18		
			14 6.7% (YR-Y6) 16-17		
			9 4.3% (YR-Y6) 15-16		
2a. <u>Current attainment</u> : Due to Covid19, assessments are from Autumn 2019 and Spring 2020 terms only					
			Pupils eligible for PPG (YR-Y6)		
% achieving the expected standard or above in reading, writing and maths		60%			
% achieving the expected standard or above in reading		75%			
% achieving the expected standard or above in writing		65%			
% achieving the expected standard or above in maths		60%			

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Attainment for PP excluding SEND children (11 chd. –55% of total PP) 2019- March 2020

	BELOW ARE	AT RISK	AT ARE
READING	0%	0%	100% (11)
WRITING	0%	9% (1)	91% (10)
MATHS/NUMBER	0%	18% (2)	82% (9)

Attainment for SEND PP children only (9 chd. - 45% of total PP) 2019-March 2020

	BELOW ARE	AT RISK	AT ARE
READING	56% (5)	11% (1)	33% (3)
WRITING	78% (7)	22% (2)	0%
MATHS/NUMBER	89% (8)	11% (1)	0%

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Performance of disadvantaged pupils (excluding SEND children): 2018- 2019			
	No. of children	School	Commentary*
EYFSP	2	GLD 100%	
Phonics	2	EXS 50%	One child achieved the pass mark of 32 on the Phonics Screening check. One child on the SEND register with Speech and language support missed the pass mark by 4 points.
KS1	3		
Reading		EXS 100%	
Writing		EXS 66.6%	One child was working below Age Related Expectations (ARE) in writing but had made the expected 6 steps progress across the year through daily Writing support in a small group. Progress is on an upward trajectory since a change in home circumstances.
Maths		EXS 33.3%	Two children were working below Age Related Expectations (ARE) in Maths despite having daily support in small groups with a teacher/Teaching Assistant. 5 rather than the expected 6 steps of progress were achieved by both.
KS2	5		
Reading		EXS 60%	One child scored below ARE but benefited from daily one to one reading support. The other child was EAL with weekly reading support. One child exceeded the expected progress of 6 steps (7) and the other child made the 6 steps expected progress.
Writing		EXS 80%	This child scored below ARE but benefited from daily writing support in class and once a week with our Literacy support teacher. The expected progress of 6 steps for the year was achieved.
Maths		EXS 60%	Two children scored below ARE but benefited from four times a week Maths support in class. One child made 12 steps progress during the year and the other child made 10 steps progress, when expected progress is 6.

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2b. Current Overall Progress- 2019-March 2020			
	Pupils eligible for PP (YR-Y6) <u>Below Expected Progress</u> (less than 3 steps YR-Y1, less than 4 steps Y2-Y6)	Pupils eligible for PP (YR-Y6) <u>Expected Progress</u> (3 steps YR-Y1, 4 steps Y2-Y6)	Pupils eligible for PP (YR-Y6) <u>Accelerated Progress</u> (4 steps+ YR-Y1, 5 steps+ Y2-Y6)
% progress in Reading, Writing & Maths	40%	50%	10%
		60%	
% progress in Reading	32%	53%	16%
		69% (1 chd missing data)	
% progress in Writing	25%	60%	15%
		75%	
% progress in Maths	20%	50%	30%
		80%	

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Progress for PP excluding SEND children (11 chd. – 55 % of total PP children) 2019-

March 2020

	BELOW EXPECTED PROGRESS <small>(LESS THAN 3 STEPS YR/Y1, LESS THAN 4 STEPS Y2-Y6)</small>	MAKING EXPECTED PROGRESS <small>(3 STEPS YR/Y1, 4 STEPS Y2-Y6)</small>	ABOVE EXPECTED PROGRESS <small>MORE THAN 3 STEPS YR/Y1, MORE THAN 4 STEPS Y2-Y6</small>
READING <small>(*DATA MISSING)</small>	20%	70%	10%
	80% Expected Progress or above in Reading		
WRITING	18%	64%	18%
	82% Expected Progress or above in Writing		
MATHS/NUMBER	18%	45%	36%
	81% Expected Progress or above in Maths		

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Progress for SEND PP Children Only (9 chd. - 45% of total PP Children) 2019-March 2020

	BELOW EXPECTED PROGRESS (LESS THAN 3 STEPS YR/Y1, LESS THAN 4 STEPS Y2-Y6)	MAKING EXPECTED PROGRESS (3 STEPS YR/Y1, 4 STEPS Y2-Y6)	ABOVE EXPECTED PROGRESS MORE THAN 3 STEPS YR/Y1, MORE THAN 4 STEPS Y2-Y6
READING	44%	33% (3)	22%
		55% Expected Progress or above in Reading	
WRITING	33%	56%	11%
		67% Expected Progress or above in Writing	
MATHS/NUMBER	22%	56%	22%
		78% Expected Progress or above in Maths	

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3.Barriers to future attainment (for pupils eligible for PPG)		
Academic Barriers		
A.	Access to physical learning resources at home including IT	
Additional Barriers (including those which also require action outside school, such as low attendance)		
B.	Opportunities to broaden life experiences and develop personal interests	
C.	Confidence and self-esteem	
D.	Social skills	
4. Intended Outcomes		Success criteria
A.	Increased access to learning resources to impact progress and learning	Parents/carers will report <ul style="list-style-type: none"> • Access to learning resources have aided progress in learning (St Mary's School end of Year PPG questionnaire – July 2019). • Age Related Expectations for Achievement and Progress in learning have been achieved (over two terms only).
B.	Extra curriculum opportunities enhance knowledge, skills and understanding	Parents/carers/staff will report <ul style="list-style-type: none"> • Children have made accelerated progress: 6 steps+ (YR-Y1) or 7 steps+ (Y2-Y6) in Reading, Writing and Maths – end of year assessments did not take place due to school closure. • Improved knowledge, skills and understanding (St Mary's school end of year PPG questionnaire-July 2019).
C.	Improved self-esteem and confidence -children can identify their strengths, skills and goals	Children/parents/carers will report <ul style="list-style-type: none"> • Positive changes in self-confidence (Pupil Premium end of year questionnaire/Pupil Voice- July 2019).
D.	Social/communication skills are markedly improved to aid	Parents/carers will report

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	opportunities for interactions to positively impact on learning	<ul style="list-style-type: none"> Social and communication skills have improved through the interventions given in school (using the end of year Pupil Premium questionnaire/Class Teacher Voice – July 2019). 		
5. Review of expenditure				
Previous Academic Year				
i. Quality of Teaching				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach)	Cost
Use PPG to embed Maths Mastery (MM) across the school	All children will gain greater depth of understanding of Maths concepts and make accelerated progress	60% of all PPG children made expected attainment or better in Maths/Number this year, compared with 46% in 2019 (during a two term assessment period). 80% of PPG children made expected progress or better in Maths compared to 58% in 2019.	MM approach has been adopted during Maths lessons throughout the school. KS1 teachers attended MM working groups to develop skills. We will continue this approach next year and hope to develop all staff skills through internal training by Maths Leads and EYFS working party groups to be sourced for class teachers.	£1000
Use PPG to build upon levels of reading by extending the training of new staff with the Power of Reading	Standards in reading will improve across the school with the knock on effect of children becoming more confident writers	Reading levels for expected attainment or above for children with PPG was 75% this year, compared with 77% in 2019.	Due to school closure Book corners were unable to be revamped and furniture/resources	£650+ £1000

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<p>pedagogy. Disseminated CPD during staff meetings by the trained teachers to refresh and update all other teachers KSU. Book corners and resources are to be purchased to make reading more appealing and update tired stock. Dedicated library/study to be established to promote and prioritise a love of reading</p>		<p>Expected progress or above was 69% for PPG children (based on two terms only).</p> <p>Writing levels for expected attainment or above for children with PPG were 65% this year compared with 68% in 2019. Progress over two terms saw 75% of PPG children achieve at or above expected progress.</p>	<p>although identified were not ordered. Feedback from Staff Meetings was very positive. Development on the dedicated library/study space had begun but was paused due to school closure.</p>	
<p>ii. Targeted support</p>				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria?	Lessons Learned (and whether you will continue with this approach)	Cost
<p>Tutoring charity to provide small group tutoring for PPG children and intervention support to remove gaps in learning (Y2-Y4)</p>	<p>Gaps in progress steps will be closed through small group tutoring by outside agency who liaise with class teacher. Confidence in Maths/Numbers to improve.</p> <p>Targeted in school interventions take place after children's needs are identified at termly Pupil Progress meetings.</p>	<p>Gaps in KSU identified and closed using monitoring intervention forms where learning objectives for each term were clearly identified and tracked.</p> <p>60% of all PPG children made expected attainment or better in Maths/Number this year, compared with 46% in 2019 (during a two term assessment period). 80% of PPG children made expected progress or</p>	<p>Tutoring with 'Get Smart Club' charity took place over two terms. Verbal feedback from parents/carers was very positive in terms of raised self-esteem and progress although, the tutoring often clashed with extra-curricular clubs which children/parents were reluctant to stop. Timings of tutoring need to be</p>	<p>£1700 (£850 X 2 terms)</p>

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		<p>better.</p> <p>The benefit to non-PPG children: more support in class given to non-PPG children as PPG needs/gaps in understanding could be focused on outside the lesson as well as during. Unfortunately due to school closure Feedback from PP End of Year Questionnaire was unable to be collected to assess impact.</p>	<p>considered for next year. With Government funding for a national tutoring programme to support disadvantaged children, the school is auditing class teachers to assess their availability to facilitate tutoring.</p>	
To use Inclusion TA, Draw & Talk, Shine Again therapists to support emotional and social needs of PPG children	Individualised support for PPG pupils with social/emotional concerns to raise self-esteem and confidence and remove related barriers to learning.	Interventions were provided for individual pupils to support their social/emotional needs. Children were better placed to enjoy school and achieve academically (School Questionnaire July 2019).	The full impact of this support might not be realised for many years to come but discussions with parents/carers would indicate the importance of the continuation of these interventions for their child/ren.	£8510.51
iii. Other approaches				
Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
Provide resources, extra-curricular clubs, trips/school journey without financial pressure on parents/carers	To support PPG children with costs of resources, extra-curricular clubs, lunches, educational trips and school journey in order for all aspects of the curriculum to be accessed and thereby expected progress and attainment to	In recent years the school questionnaire evidenced all parents/carers strongly agree or agree with the statement that 'having school, extra-curricular clubs and learning resources),	To look at each child and their individual context when deciding on the allocation of extra resources.	£6360.47

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	be achieved. Through this approach we aim for all PPG children to have good cultural capital.	provided through the PPG has improved academic performance and self-esteem in their child'. Unfortunately due to school closure this feedback was not gathered this year. PPG Lead Action: To gather Pupil Voice to evidence impact.		
To supply a full set of uniform during the course of the academic year for those who require it.	Support PPG children with costs of school uniform	Children feel more confident and suitably presented for school.	We will continue to provide school uniform to our PPG children as and when the need arises. We believe this increases their self-esteem.	£2842.22

6. Planned expenditure

Academic Year 2020-2021

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
MATHS MASTERY TO CONTINUE TO BE EMBEDDED ACROSS THE SCHOOL	Standards in Maths continue to improve and the gap is closed between vulnerable children and their peers.	The Mastery Approach to teaching Maths has been successful in a number of schools in different countries. The approach allows children to learn Maths concepts to suit a variety of learning styles and develops problem solving skills, without capping learning for all	Maths Leads will deliver staff training and EYFS teachers will receive specialist training through participation in Maths Mastery Hub Working Parties	ML and CR	End of the academic year £1000

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		children. The approach aims to ensure that gaps in learning are eradicated through immediate intervention, small steps and a focus on developing depth in learning.			
DEVELOPMENT OF A SCHOOL LIBRARY, STUDY SPACE AND READING RESOURCES	Dedicated area for a library and personal reading space established.	Children from PPG backgrounds have less access to reading resources and space in which to read undisturbed.	Trained staff from CLPE and Learning Resources will oversee the set up and roll out of new resources.	AB	End of the academic year £2000
STAFF AND PARENTAL TRAINING FOR THE NEW DIGITAL LEARNING PLATFORM (MICROSOFT TEAMS).	Staff and parents will be better equipped with knowledge, understanding and practical skills to navigate and use the schools new learning platform with their children.	Staff and parents will need to support our PPG children to access and engage with learning if and when remote education is needed during Covid19.	Training will take place through a Microsoft Teams expert with experience of the primary school environment and curriculum. This training will be followed up and enhanced through the schools IT lead, who will lead staff meetings and parental workshops	ML	Termly £1000

ii. Targeted support

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parent/Carer Reading Workshops using a	Empower parents/carers to support reading at	Early reading skills and exposure to good quality	DHT1 will attend workshops, promote	WL	After the workshops

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<p>leading, local charity 'Learn2Love2Read.' (Spring Term- Covid Dependent or via Zoom)</p>	<p>home, thereby raise attainment in Reading from a young age.</p>	<p>texts, is crucial for the development of reading and vocabulary with a knock on effect to all other areas of the curriculum. Questionnaire/feedback from previous workshops indicates all attendees record they 'agree or strongly agree' that the workshops have significantly helped their understanding, skills and knowledge of how to support their child with reading at home.</p>	<p>these events and disseminate literature after. Evaluations and feedback from attendees will be scrutinised.</p>		<p>£450</p>
<p>One-to-One Tutoring for PPG children will be provided through Government funding but teachers planning and preparation time for this will be supported using PP grant</p>	<p>Gaps in progress steps will be closed through one-to-one and small group tutoring by class teachers. Confidence in Maths/Numbers/Reading/Writing improves.</p>	<p>The benefit to non-PPG children: more support given to non-PPG children as PPG needs/gaps in understanding will also be focused on outside the lesson. Feedback from previous PP End of Year Questionnaires and through informal emails indicate that confidence in Maths/English does improve through tutoring especially when facilitated by the class teacher.</p>	<p>Progress monitored for the full academic year during Pupil Progress meetings with SLT and IM. Termly meetings with tutors to discuss progress and areas of development. Informal observations by PP Lead</p>	<p>WL/IM</p>	<p>Termly tbc</p>

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<p>Train and redeploy Teaching Assistants to provide specialist interventions</p>	<p>High quality and consistent support for children receiving interventions</p>	<p>45% of our PPG children also have SEND support. By providing support for these children with a specialist Teaching Assistant will ensure gains in progress will take place. Research evidences that the most vulnerable children should have the most qualified support.</p>	<p>IM will monitor interventions and liaise with Specialist Intervention Teaching Assistants</p>	<p>KD</p>	<p>Termly £2000</p>
<p>Provide Emotional Support through Draw & Talk and Shine Again</p>	<p>PPG children will have increased confidence and self-esteem that will impact positively on their learning.</p>	<p>Children who need emotional support benefit from discussing their concerns in a neutral environment with a trained therapist/support worker</p>	<p>Inclusion Manager will; monitor impact of provision, ensure training is supplied/updated, ensure rooms are available and adequately resourced and that timetables are adhered to. Evaluations at the end of the allotted sessions will take place.</p>	<p>KD</p>	<p>Termly £8,000</p>
<p>Total budgeted cost</p>					<p>£14,450+</p>

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iii. Other approaches					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide extra-curricular clubs free of charge where they are directly linked to improving attainment for PPG children.	Improved attainment and progress in line with expected standard or better	Extra-curricular clubs provide enhanced opportunities for children to consolidate skills and knowledge within the school context with a qualified teacher.	PPG lead will liaise with SBM, Clubs administrator and parents/carers to ensure PPG children have access to clubs that are linked to identified gaps in learning.	WL (SA, MB)	Termly (From Autumn 2 term) £4000
Provide learning resources linked to gaps in learning.	PPG children will attain expected standard or better in RWM at the end of the academic year and progress will be in line or better than peers.	Adequate resourcing to support home learning to try and level the playing field with non-PP peers	PPG Lead will meet with parents/carers to assess progress in learning and any gaps. Resources will be on the agenda.	WL	Termly £2000
Overall estimated costings for the year					£20,450+
7. Additional detail					