



St Mary's Catholic Primary School

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Pupil Premium Strategy

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. It is allocated to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The school also receives funding for service children and children adopted from care. We also receive Pupil Premium funding for some children in the lower Early Years.

As required we are publishing online information regarding our Pupil Premium Strategy we have as a school to support the children.

1. Summary information			
School	St. Mary's Catholic Primary School		
Academic Year	2018-2019	Total PP budget	£28,921
Next internal review	The school will do internal reviews each term to track the progress of the children and ensure strategies in place are having and to ensure they are having an impact. We will also do an annual review each October using both internal information, assessments		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

A.	The oral and written language skills of many children are weak and this has an impact on both their writing and reading.
B.	Many of the children have limited language and communication skills and this impacts on their ability to access all areas of learning
C.	The lack of language skills has impacted on children's ability to understand and tackle problem solving in mathematics
C.	Having a fixed mind set regarding their ability and need to challenge themselves both with the less able children and children with higher ability

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

D.	Some children need support at home through developing reading skills and helping them to broaden their vocabulary.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The children will develop their language and communication skills and this will impact on quality of writing	Children will develop their writing skills and be able to communicate at a greater depth in writing. Assessment data will show children are meeting and exceeding require standards
B.	Children will develop their comprehension skills and show greater understanding	Children will be able to show greater comprehension when reading and the children will meet required standards in reading and more able children will achieve greater depth
C.	Children will understand and know the strategies to use when solving problems.	In mathematics their work will reflect greater understanding and assessment tasks will show children using strategies to solve problems
D.	Children will develop a growth mind set and improve their self-esteem	Children will have a growth mind set and they will

	and confidence	challenge themselves in their work. Children will grow in confidence and self-esteem. They will have higher aspirations.
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Reason For the Approach

Language and communication impacting on reading and writing

Many children need support to develop their language and comprehension skills. We have looked at support needed across the school to help children with their language and communication skills – starting with the Early Years and then across both Key Stages.

Mathematics

Many children need support with knowing the strategies to use in problem solving and reasoning in mathematics. We have planned for a lot of small group intervention and purchase of additional resources to support the children in this area. Some staff have also attended training on supporting children who are struggling with mathematics to give them ideas and greater knowledge on how to help develop the children's mathematical understanding

Growth Mind Set

Children of all abilities are afraid to challenge themselves to take risks. We are continuing to do a lot of work to get the children to challenge themselves and have higher aspirations. Part of this approach is mentoring for the children as well as work in the classroom. Staff training and resources on how to promote a growth mind set with the children are taking place over the year to help staff to promote a growth mind set with the children.

Part of the money is being spent on staff training as research shows (Education Endowment Foundation) quality first teaching has a high impact on the progress of the children. The training being given is to support identified barriers to learning. Also we will be spending money on emotional support for some children and through supporting the children with their emotional needs it will then have an impact on their learning

Planned Spending of Pupil Premium Grant in 2018-2019

After analysing pupil data the Senior Management Team and class teachers planned the support to help children meet and exceed expected progress.

We are using a range of strategies across the school to address identified barriers to learning

Below is listed some of the different support that will be given to children -

- One to One and small group teacher support to help with English or Mathematics
- A range of different support programmes are used to help the children make progress in their area of need
- Support with homework and reading
- Home logins for some children to access a range of curriculum computer programmes at home

- Self Esteem, communication groups and different support in a range of areas depending on the needs of the child
- One to one mentoring by teaching and support staff to encourage children to challenge themselves with their learning and have confidence in their abilities
- Training for the staff on communication and language to help support children in this area and developing wider use of vocabulary
- Staff training on supporting children in the classroom and helping to develop their independence
- Support for Pupil Premium children in Early Years on communication and language through different support groups and intervention strategies
- Support broadening the language skills of the children in different classes across the school
- Careful monitoring by the staff and management of the school on the progress of the children and impact of any support they are receiving
- Daily reading and comprehension activities

Listed above are very a variety of strategies we are using – Records of the different names of different strategies and approaches are not named on the website to ensure anonymity for the children receiving the support. Each child has a profile record with support received and this is carefully looked at each term by the class teacher and the SMT to ensure the support is having an impact and to look at progress children are making or any continued barriers to learning. Support may change as the year progresses depending on the needs of the children

Measuring Impact

Throughout the year we will track the progress of the children and any impact of strategies provided. We will analysis their progress against progress of other children in the class and children nationally.

We will also use information gained from looking the evidence in their books tracking progress.

We will do pupil interviews and surveys to measure the impact of developing a growth mindset has on the children as well as looking at standard of their work.

Spending of Pupil Premium in the Previous Year 2017 -2018(£34,022)

- The school spent the money on different areas to help overcome the barriers to learning -
- Staff attended training on growth mindset and did a lot of follow up work throughout the year on growth mindset
- Staff also attended training on emotional support communication skills and also developing language and understanding. Training also took place for mathematics support and support with writing
- Emotional Support was given to some children
- A range of intervention groups to support the children with identified needs in mathematics and English
- Children were heard reading daily and also did work on comprehension
- Support to develop the communication skills of children in the Early Years
- Children received one to one support and small group support from both teachers and TAs. This support was to help children who needed help to raise their standard of achievement and to challenge and extend the more able children
- Additional training for staff that helped them to more effectively support the children with identified learning needs
- Homework support

**Measuring the impact of Pupil Premium Grant spending on children
(Below are the results of the children with a Pupil Premium Grant compared to all children nationally)**

Key Stage Two

Reading

- 100% of pupils achieved the required standard in reading which is above the national average of 80% reaching the required standard
- The average scaled score for Reading is 107.8 which is above the national average of 106.1

Writing

- 100% of pupils achieved the required standard in writing and the national average was 83%

Mathematics

- 100% of children reaching the required standard in Mathematics which is above the national average of 80% reaching the required standard
- The average scaled score for Mathematics is 109.5 which is above the national average of 105.4
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*A scaled score of 100 represents the expected standard on each of the tests.

National average results are the provisional results for 2018

