



Maryport Church of England Primary School

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Maryport Church of England Primary School				
Academic Year	2019-20	Total PP budget (PP Grant)	£44, 880 £4, 600 PP post LAC £300 PP Service child	Date of most recent PP Review	October 2019
Total number of pupils	273	Number of pupils eligible for PP	42	Date for next internal review of this strategy	September 2020

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (issues to be addressed in school)	
A.	Ensure that all children have been fed and are well equipped to approach their school day – some children are not prepared for the school day.
B.	On entry, some children in the early years have poor language skills which impacts heavily on communication, language and literacy.
C.	Attainment gap between PP and non-pupil and non-SEND pupils, despite making good progress.



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External barriers (issues which also require action outside of school)

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| D. | Poor parental support and engagement for some of our disadvantaged pupils. |
| E. | Attendance for PP children is less than non PP. This impacts on their learning as they are receiving less teaching input. |

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will come to school prepared for the school day with adequate breakfast.	PP attend the free breakfast club provision so that they are equipped for the school day to begin.
B.	Improve the language and communication skills for children in EYFS	Pupils in EYFS make rapid progress and achieve the age related expectations at the end of the Reception year.
C.	Attainment and progress for disadvantaged pupils will be either at expected or exceeded rates of progress. <ul style="list-style-type: none"> Monitoring and assessing children's data will measure this. 	Assessment data scrutiny will show that PP children are closing the gap. Interventions and provisions will support disadvantaged children with their reading. Disadvantaged children will endeavour to read more regularly at home.
D.	Parents becoming more involved with their child's learning to increase aspirations	Interaction between parents and Home –School Diaries. Parents attending teacher-parent interviews. The use of See-saw as a home-school communication app. Attendance at parent events in line with non-PP children.



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	<ul style="list-style-type: none">This will be measured by attendance at parents evenings, parents attending school events, home reading and general interaction. <p>Improved parental responsibility should, in turn, lead to an improvement in progress and attainment for children.</p>	Increase in the number of children who are reading at home to parents.
E.	<p>Pupil premium children having good – excellent attendance in school.</p> <ul style="list-style-type: none">Attendance reports will measure this.	<p>Improved % attendance rates for disadvantaged pupils.</p> <p>Letters sent home to parents to warn them of dropping attendance figures.</p> <p>Good communication between class teacher and parents to help close the attendance gap.</p>



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3. Planned expenditure

Academic year	2019-20	£44, 880	+
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The three headings below enable schools to demonstrate how they 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?
Quality first teaching for all	Regular, timetabled support for 3 x NQTs carried out by phase leaders. INSET and staff meetings sharing good practice	Research shows that within school variance can have a negative effect on progress, especially for disadvantaged pupils. Over the course of a year the difference between a high quality teacher and a poor performing teacher is 1 year. Phase leaders will support greater consistency in teaching as well as	<ul style="list-style-type: none"> ➤ Regular, timetabled support for NQTs and release time to attend NQT specific CPD ➤ Modelled lessons ➤ Release time for staff to share good practice ➤ PPM termly ➤ Observations ➤ Writing moderation ➤ Peer to peer with 3 other local schools 	SLT	April 2020



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		developing some of the more effective interventions highlighted in the EEF toolkit- metacognition, collaborative learning and 1:1 tuition.			
<p>Investment in high quality reading and phonics resources to raise standards in English</p>	<p>Introduction of RWI from EYFS onwards to ensure that phonics is taught systematically.</p> <p>Introduce Power of Reading from Nursery to Year 2.</p> <p>Introduction of the</p>	<p>High quality provision with well-qualified and well-trained staff is essential. Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component.</p> <p><i>EEF Toolkit- Early Years Intervention – high impact +5 months</i></p> <p><i>EEF toolkit- Phonics – moderate impact for low cost + 4 months</i></p>	<ul style="list-style-type: none"> ➤ PPM termly ➤ Assessment lead to analyse the performance of groups ➤ Pupil interviews ➤ Lesson observations and learning walks ➤ Staff discussions on assessment and feedback ➤ Use of external controls e.g. Reading Plus outreach support ➤ Visits to English Hub 	SLT	April 2020



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<p>Investment in a high quality maths programme in EYFS and KS1</p>	<p>Build on the success of Big Maths in KS2 by introducing it in YN-2.</p> <p>Train staff in using the Big Maths approach for gap</p>	<p>Big Maths Beat That is based on the principle of providing quality feedback which can produce improvement in students' learning.</p> <p><i>EEF Toolkit – effective feedback +9 months- Very high impact.</i></p>	<ul style="list-style-type: none"> ➤ PPM termly ➤ Assessment lead to analyse the performance of groups ➤ Pupil interviews ➤ Lesson observations and learning walks ➤ Staff discussions on 	<p>SLT</p>	<p>April 2020</p>
<p>Breakdown of Costs (Total budgeted cost)</p> <p>Power of Reading- £300</p> <p>Reading Plus Online- £6300</p> <p>Talk for Writing- £600 (15 x staff members)</p> <p>Big Maths- £3461</p> <p>Employment of Teaching Assistant to work on 0.1 contract, to support Pupil Premium Readers and give extra reading practice.</p> <p>Employment of Teaching Assistant to work on 0.2 contract, to support Pupil Premium funded children throughout school.</p> <p>Employment of Teaching Assistant to work on 0.2 contract, to support Pupil Premium funded children throughout school.</p> <p>Employment of Teaching Assistant to work on 0.2 contract, to support Pupil Premium funded children throughout school.</p> <p>Teaching Assistant Support 0.7 hrs per week £14,000, Accelerated Reader £636, Dedicated TA/Teacher Times in staff meetings £2175.</p>					



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					Total budgeted cost	£27, 472
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?	
Early Years children meet ARE for communication, language and literacy at the end of the Reception year.	Staff training linked to high quality interactions with children provided through the partnership with Early Excellence and in house coaching.	<i>EEF Toolkit- Early Years Interventions- + 5 months progress These are particularly beneficial for low income families.</i>	<ul style="list-style-type: none"> ➤ Pupil data ➤ Tapestry observations of children ➤ Play interaction observation of staff and children ➤ Use of Alaister Bryce Clegg and Anna 	SLT	Jan 2020	



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<p>Staff are competent in the use of gap analysis tools to close the attainment gap. Interventions are identified quickly and provision put in place.</p>	<p>Use of tracking to identify children's gaps in learning. TAS timetabled to provide Catch Up Literacy starting in KS1, nurture group support through the use of Boxhall profiles and interventions in</p>	<p><i>EEF Improving English and Maths in KS1 and KS2.</i></p> <p>'Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted'</p>	<ul style="list-style-type: none"> ➤ Pupil data ➤ Work scrutiny to see how this intervention is applied to class work ➤ Discussion with children 	<p>SLT</p>	<p>Jan 2020</p>
<p>Targeted extended school places- breakfast club and after school clubs.</p> <p>Children will continue to be offered an exciting, meaningful curriculum that</p>	<p>Provide extended school hours to PP children to ensure they are well fed and offered many enrichment opportunities.</p> <p>TT Rockstars after school club to target children in receipt of</p>	<p><i>Past experience has shown us that children's attendance and attitudes to learning have improved.</i></p> <p><i>Arts participation, different learning styles and Outdoor Learning are all approaches that are considered by The Education Endowment Foundation and suggest that they impact on our children in school (although some more effectively</i></p>	<ul style="list-style-type: none"> ➤ Discussion/observations- children have a good start to the day ➤ Children take part in a range of enrichment opportunities- attendance register/ discussion/ observation ➤ Children will have curricular activities 	<p>SLT</p>	<p>April 2020</p>



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Breakdown of costs Early Excellence £ to be confirmed Nurture room staffing and provision (0.5 STA costing)- £10, 000 FFT 2019-2020 6500	£ 10, 500
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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?
Library development: KS1 and KS2 enhanced with Non Fiction texts to broaden the choice of texts available.	Evaluation of reading materials identified from Accelerated Reader student records- children need a wider range of texts Many children do not have access to reading materials at home so we will extend the library opening times to engage parents.	<i>EEF Toolkit- Parental Engagement- Moderate Impact for Moderate Cost- + 3 months</i> <i>EEF Improving English in KS1 and KS2</i>	<ul style="list-style-type: none"> ➤ Gap closes in reading between PP and non-PP pupils ➤ Year 1, 2, 3, 4 and 5 pupils make good progress and meet the ambitious FFT targets set. 	SLT	Jan 2020



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Parents become increasingly engaged in their children's learning.	Parental workshops e.g. phonics Open afternoons Targeted parents meetings Invitation to a broad range of school events Rock Challenge/ equivalent	<i>EEF Toolkit- Parental Engagement- Moderate Impact for Moderate Cost- + 3 months</i>	<ul style="list-style-type: none"> ➤ Feedback ➤ Impact on learning through assessment data ➤ Attendance ➤ Parental questionnaire 	SLT	Jan 2020
All children have attendance above 96%	Use of Scholarpack software to monitor and evaluate attendance patterns. Meetings with targeted parents about attendance and punctuality.	<i>Strong link between attendance and attainment (DfES 2004)</i>	<ul style="list-style-type: none"> ➤ Attendance data reports ➤ Regular communication with targeted parents ➤ High importance raised at parents meetings 	SLT	April 2020
Increase aspiration amongst all pupils (particularly the HAP)	University visit day Make use of the Bespoke Business Partnership service offerings	<i>'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.'</i>	<ul style="list-style-type: none"> ➤ Pupil discussions ➤ SMSC curriculum 	SLT	April 2020



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	STEM workshops Links with Secondary school- Writing workshops	<i>EEF Toolkit- +7 months- very high impact for low costs</i>			
<p>Breakdown of Costs</p> <p>London Residential - £167.50 per child (8 children) £1340</p> <p>Liverpool Residential – £107.50 per child (6 children attending) subsidy = £645</p> <p>Outdoor residential £92 (23 in Year 3 and 4 attending)- £2116</p> <p>Other trips/visits subsidy - £1000 allocated across all year groups</p> <p>Breakfast club - £70 pw (x 38 wk) £2660</p> <p>Snack Shop - £32 pw (x38 wk) £1216</p> <p>Music Lessons (2 children = £10pw x 38 wk) £380</p> <p>Scholarpack £ to be confirmed</p>					<p>Total budgeted cost £14, 357</p>
<p>Total projected cost:</p>					<p>£52, 329</p>



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6. Review of Expenditure

Academic year 2018-19 (previous year) £42, 240

Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned	Cost
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		Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	(and whether you will continue with this approach)	
Improve the learning experience for all of our disadvantaged pupils, ensuring that they are given the best support possible in school.	Children to be split into smaller groups for Big Maths and in Year 3, for spelling and Reading interventions. In Year 6, class sizes remain at 19 per class.	Medium: PPMs identify gaps. Parents are informed and are updated with their child's progress. SC: Met	These are effective and will continue. We need to build on this next year too.	£3461
Interventions are effective in closing the gap for our disadvantaged pupils in reading.	Use of Teaching Assistants for Reading Interventions such as Catch-up Literacy. The use of Accelerated Reader.	Medium: Good practice has been shared across school. TAs have undergone specific training in accordance to their own CPD needs. TA staff have attended monthly staff meetings to address this. SC: Met	Embed this approach into KS1 with targeted pupils. Look for a different approach to motivate pupils in Year 5 and 6.	£16, 175 £1584.80 (AR) 0.5 teacher £21, 000 Part time teacher £4600



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Improve parental communication and involvement in school.	Introduction of Home – School diaries. New website. The use of See-saw as a home connect	Medium: Some targeted parents have engaged with open afternoons and workshops offered and they have responded well to the sessions. We are continuing to involve external agencies to provide more	This remains of paramount importance.	£582 Website-£2763
Children will receive the best possible interventions to ensure that social and emotional issues are addressed, as well	Nurture Room Sessions. Kidsafe Barnardos run session for self-	High: Staff are highly competent in providing support for social and emotional needs. External agencies such as Young Carers and Barnardos are signposted to provide families with appropriate support.	These approaches will remain of high importance and continue to be a strength of the school.	Kidsafe - £225 Nurture room staffing and
All children are adequately fed in order to effectively approach the school day.	Breakfast club and snack shop to be provided for free to all PP funded children.	High: Many parents take up the offer of this service. Staff report that this impacts on children’s language development too as staff engage in talk during breakfast club with pupils. SC: Met	Due to the success of this, continue to offer this in the future.	£3876 – breakfast club and snack shop



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<p>Children to be offered an exciting, meaningful curriculum that engages them in their learning and as a result, encourages them to achieve.</p>	<p>Children will have curricular activities paid for or subsidised (eg Residential Trips, School Trips, Music Lessons) Afterschool clubs focussed on PP children only.</p>	<p>High: Attendance at after school clubs are well supported by PP children. Cookery club targeted PP children to raise awareness of leading a healthy lifestyle. Trips and visits subsidised.</p>	<p>Ongoing – extend to Geography fieldtrips.</p>	<p>£1870 (trip subsidies and music provision)</p>
				<p>£61, 536</p>

Additional detail

Although there is an over expenditure to the Pupil Premium interventions, this has been agreed by the staff and governors as worthwhile use of the school budget.