



Academic Year 2016/17 Pupil Premium Expenditure Impact Report

Pupil Premium Strategy Statement

St Mary's C of E Primary School is committed to providing a good and inclusive educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their full potential. (See also the Appendix document below: Supporting the attainment of disadvantaged pupils (NFER))

We aim for:

- All children to enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress in all respects;
- All children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local community school;
- All children to be supported and encouraged to lead healthy, fulfilled and active lives.

We provide:

- Small group work with an experienced teacher focussed on overcoming gaps in learning;
- Additional Teaching and Learning opportunities provided through trained teaching assistants
- Providing additional resources and materials aimed at raising standards, particularly in Maths and Literacy;
- Providing and enhancing social skills through lunchtime provision and friendship clubs.

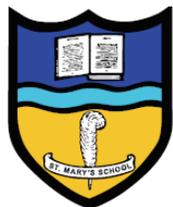
The Pupil Premium (PP) is funding provided to schools in addition to main school funding. It is allocated according to the number of on-roll pupils who are eligible for Free School Meals (FSM) and children who have been Children in Care. This also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Pupil Premium is also granted for pupils whose parents are in the armed forces. We focus our Pupil Premium expenditure on the progress of disadvantaged pupils. We plan and regularly review a range of interventions and strategies that enable us to diminish the difference between the disadvantaged and the non- disadvantaged pupils. The vast majority of the funding enables us to teach pupils in smaller groups and to fund some children on residential trips. This report will ensure that you as parents and others are made fully aware of the impact / attainment of pupils covered by the Premium and the extra support that they receive. In 2016-17 St Mary's C of E Primary School received **£86,380** in Pupil Premium funding.



Academic Year 2016/17 –Funding £86,380.00

Pupil Premium Expenditure Summary 2016/17

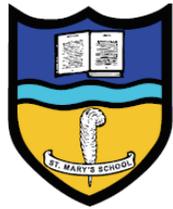
	EYFS	KS1	KS2	Impact												
Staffing and Interventions																
Teacher led smaller groups for daily teaching of Maths & English (2 x am extra Teachers). All PP pupils in two year groups involved in smaller groups: £51,304.56			✓	We are reducing the difference between the progress of the PP children and the Non-PP children. Additional Intervention has allowed for even more focused teaching. Particular highlights include the annual progress of the PP children in Year 6 as their results exceeded that of the Non-PP children in Writing and Maths. <table border="1"> <thead> <tr> <th>Year 6</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>80%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>Non PP</td> <td>90%</td> <td>84%</td> <td>84%</td> </tr> </tbody> </table> ASP - Progress score for disadvantaged pupils Yr 6 Writing +3.25 (ASP) which exceeded the All Writing of 1.2(ASP) <u>Pupil Premium children who met expected standard – KS2 SATS</u> Reading 50%, Writing 80%, Maths 60%, SPag 60%, Combined 50% <u>All children who met expected standard – KS2 SATS</u> Reading 66%, Writing 72%, Maths 74%, SPag 64%, Combined 55%	Year 6	Reading	Writing	Maths	PP	80%	90%	90%	Non PP	90%	84%	84%
Year 6	Reading	Writing	Maths													
PP	80%	90%	90%													
Non PP	90%	84%	84%													
Teaching Assistants additional hours covering intervention, social skills / friendship clubs / lunchtime provision : £18,273.00	✓	✓	✓	We are reducing the difference between the progress of the PP children and Non-PP children. In Writing in Yr 3, the children's annual progress exceeded that of the Non-PP children.												



	✓	✓	✓	<table border="1"> <thead> <tr> <th>Year 3</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>62%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td>Non PP</td> <td>67%</td> <td>62%</td> <td>81%</td> </tr> </tbody> </table>	Year 3	Reading	Writing	Maths	PP	62%	75%	62%	Non PP	67%	62%	81%
Year 3	Reading	Writing	Maths													
PP	62%	75%	62%													
Non PP	67%	62%	81%													
	✓	✓	✓	The Lunchtime Club and Friendship Club provided a place for pupils to go for support and improved social skills and confidence.												
Booster sessions: No additional cost – covered in teaching hours. Access to More Able Writers and More Able Maths groups: No additional cost- covered by other funding		✓	✓	Access was given to pupils to attend More Able Writers and More Able Maths groups. Booster groups in Yr 2 and 6 supported children.												
CPD training and courses ELSA, Lunchtime provision and Wave 1: £1000.00	✓	✓	✓	ELSA training enabled the ELSA sessions to be held.												
External Professional Services																
External Clubs and ensuring PP pupils can access these: No Charge for selected PP pupils	✓	✓	✓	Clubs were accessed by Pupil Pupils												
Use of breakfast / after school club (The Hive): No Charge for selected PP pupils	✓	✓	✓	Access to The Hive when needed												
Pupil and family funding																
Home School Link Worker (HSLW): £8,000	✓	✓	✓	7 % of our PP children had regular session with our HSLW and many of our PP families received support from this service.												



Emotional Literacy Support Assistant (ELSA): £5,727	✓	✓	✓	21% of our PP children had a 1:1 course with the ELSA and several other children had 'drop in' sessions over the course of the year. At the School Support meetings, which are held half termly, pupils are chosen to attend sessions. ELSA sessions are invaluable for self-esteem, reducing anxiety and other emotional support.
Resources & enrichment				
Financial support for curriculum residential visits / day trips / events: £1000.00	✓	✓	✓	Trips were attended by PP pupils
Pupil Premium funded resources & equipment to support Maths & Literacy: £435.44	✓	✓	✓	We are reducing the difference between the progress of the PP children and the Non-PP children. Annual progress highlights: <ul style="list-style-type: none"> • Overall progress in Reading (except Years 2, 4 and 5 - biggest gaps) • Overall progress in Writing (except Year 2 and 4) • Overall progress in Maths (except Year 4 and 5) • In Reception, the PP children made as much progress as non PP children in Maths. • In Year 3, the PP children made more progress than the non PP children in Writing. • In Year 6, the PP children made more progress than non PP children in Writing and Maths.
£20 per annum uniform allowance for current Pupil Premium pupils. £640.00	✓	✓	✓	
Total expenditure for 2016/17: £86,380.00				



Appendix Pupil Premium: Supporting the attainment of disadvantaged pupils (NfER)

The Department for Education has reported that 'the educational performance of pupils from disadvantaged backgrounds is much lower than their peers, and England has a relatively large achievement gap'.

The pupil premium is a government initiative which was introduced in 2011. It provides additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

What does St Mary's Primary do to ensure we use the most effective ways to support disadvantaged pupils' achievement?

Based on – 'Supporting the attainment of disadvantaged pupils' Nov 2015 DfE briefing

NFER conducted research which found that 'schools which are more successful in promoting high attainment have a number of things in common' and identified seven building block of success:

1. Whole-school ethos of attainment for all

- All teachers are aware of Pupil Premium children in their class. In planning there is clear differentiation and challenge for the different ability groups. This highlights the importance throughout the school that ALL pupils achieve.
- Pupil Premium children, and other focus groups, are highlighted in Pupil Progress Meetings held termly.
- Parents Meetings inform parents of progress but also address the particular needs and signpost support within school.
- Pupil Premium children are highlighted on planning to ensure all pupils are catered for.



2. Addressing behaviour and attendance

- Learning behaviours and attitudes for learning are developed through 'St Mary's Learner' which has age appropriate expectations for each attitude / behaviour.
- At St Mary's Primary School, we use the Pupil Premium funding to provide extra curriculum activities for disadvantaged pupils who may otherwise not get to enjoy these experiences. This includes Residential Trips.
- The school has employed a Home School Link Worker (HSLW) to provide support for young people and their families. The HSLW also signposts to social and emotional support for the children in these families. The HSLW supports with attendance and transition through the stages.
- The school has a trained Emotional Literacy Support Assistant (ELSA). In years R-6 for children who experience difficulty expressing their emotional needs and require support for their social development.
- Termly School Support Team meetings (SST) with HT, DH, SENCo, ELSA and HSLW are carried out where the school discusses particular needs of individual pupils and the support we can provide. Records of the support from the different teams in school are recorded for each pupil discussed.
- Attendance is regularly monitored by the HT, HSLW and the Attendance Officer who is a member of the admin staff and action taken for poor attendance and attendance is also reported to governors.
- Attendance is monitored with the Educational Welfare Officer on a termly basis. Action is taken following these meetings where needed.
- Class Attendance Golden Ticket Award and individual attendance certificates encourage all children to have good attendance and means that children encourage one another.
- Termly attendance letters alert parents to address any falling attendance issues and encourage their children to attend school regularly.
- We try to identify which of our children are Young Carers and raise awareness for support for their learning, emotional, social and practical needs.
- The school's Behaviour Policy ensures that any difficulties are supported and dealt with and records of behaviour are kept up to date on SIMS to allow us to identify target children.
- Positive behaviour strategies such as the Behaviour Ladder and 'Dojo' points motivate all children to demonstrate positive behaviour and attitudes.
- The SDP 2017-18 has a focus of supporting the teaching and learning for Pupil Premium pupils.



- The SDP includes a focus on attitudes for learning and includes perseverance and resilience. This is to raise the focus of behaviours for learning and life long attitudes.
- TAF support meetings are also held within the school to support the families.
- Next Step: Continue to monitor Persistent Absence to ensure the levels continue to be a strength (RoL 2016 PA for all groups and FSM was below the National Average in 2015-16)

3. High quality teaching for all

- The quality of Teaching and Learning is regularly monitored by the SLT.
- Observations are regularly undertaken and targets set to ensure that all teaching is at least good. This includes formal observations, Drop Ins and Learning Walks
- Book scrutinies and planning/feedback scrutinies are carried out termly by members of the SLT.
- Planning and differentiation including challenge is a focus with high expectations for all.
- CPD is targeted and on SDP to improve teaching across the school.

4. Meeting individual learning needs

- Data is analysed by members of the SLT, Literacy and Maths co-ordinators and discussed with class teachers at pupil progress meetings.
- Interventions are planned where progress is not as expected. Pupils are chosen for these groups at the Pupil Progress Meetings based on recent data and also in discussion with the class teacher.
- Case studies are created for set Pupil Premium pupils not making progress as expected.
- Split classes in key year groups, currently years 4 and 6, allow for intensive teaching in smaller groups and targeted interventions to be carried out where most appropriate. This means that all pupils including disadvantaged pupils benefit from additional support at key times in their education.
- Booster groups are held in Year 2 and Year 6 for pupils to ensure that they have appropriate challenge.



- All additional SEN support / intervention is targeted and individual pupils are discussed at termly pupil progress meetings. Pupils have individual targets for their SEN interventions and progress is assessed against a baseline.
- Target children have completed one page profiles so that the pupils own view about how best to support them is taken into consideration.
- Financial support is given for school trips and swimming for pupil premium pupils

5. Deploying staff effectively

- Additional support staff are allocated in particular year groups where the need arises. All adults are given targets for supporting particular children.
- Additional teachers are also allocated to provide the support where it is needed – currently there are two teachers employed mornings to support in two year groups.
- All TAs (not SEN TAs) are learning partners in the afternoon working on interventions with identified children.
- Next Step: Develop lunch playtime with staff teaching / running games outside to support developing independent playing of games.

6. Data driven and responding to evidence

- Baseline information is gathered at the earliest opportunity so that we can begin to offer the best provision immediately in Reception and on entry elsewhere.
- Termly Pupil Progress Meetings are held where individuals and groups are identified. Data is analysed and progress discussed to ensure that opportunities are given for all pupil to achieve.
- Data analysis is also used to review curriculum areas, gaps are picked up and training organised to overcome this.
- Progress is always measured against a baseline.
- The school uses teacher assessment as well as standardised scores to give a clear all-rounded overview of each child.
- Assessment for Learning is a focus in planning to ensure that feedback is always effective and time for reflection, self-assessment and response to feedback is regularly given.



7. Clear, responsive leadership

- Governors have a named governor responsible for Pupil Premium and the effective use of the funding.
- Members of the SLT are responsible for monitoring the progress and support of disadvantaged children and to ensure that the pupil premium funding is allocated effectively and is reviewed regularly.
- The Pupil Premium Report is on the website and show how pupils are supported through wider non-academic experiences, support and focus as well as through extra intervention in class.
- Next Step: To carry out a Pupil Premium audit. (In SDP 2017-18).
- Next Step: Develop further the Class Teachers ownership of the data for all groups in their class. (In SDP 2017-18).

Helen Austin
November 2017