



## Pupil Premium Impact Report 2017 – 18

### **The facts**

Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for free school meals ( FSM ) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

Schools have the freedom to spend the Premium, which is additional to the schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils. The targeted and strategic use of pupil premium will support us in achieving our principles.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school historically levels of attainment are lower for pupils in receipt of Free School Meals, which echoes the national trend due to the impact of economic deprivation. We want all pupils to achieve well and through targeted interventions are working to overcome barriers to learning related to low income.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

### **Provision**

The range of provision the Governors consider making for this group could include:

- Providing small group work for pupils entitled to pupil premium funding with an experienced teacher/teaching assistant focused on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 support for pupils entitled to pupil premium funding to help them make improved progress and to raise their standards of achievement.
- Additional teaching and learning opportunities for pupils entitled to pupil premium funding provided through mathematics and literacy Specialist Teaching Assistants to help them make improved progress and to raise their standards of achievement.
- Acquiring effective materials for pupils entitled to pupil premium funding aimed at raising standards, particularly in reading, writing and mathematics.
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to pupil premium funding to at least age related expectations. Initially this will be in English and Mathematics, although there will be an expectation that these skills will be transferred to other curriculum areas.
- Pupil premium funding may also be used to help families' access educational visits and residential trips and extended school activities.

## **Reporting**

- It will be the responsibility of the Head teacher and SLT to monitor the impact of this spending.
- The Head teacher will report regularly to the Governing Body, upon the progress and achievement of pupils in receipt of Pupil Funding.
- Comparisons are made termly to judge progress and attainment for pupils receiving Pupil Premium and those who do not.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support will be available for governors at the end of each academic year.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', this will be published upon the schools website.

## **Evaluative Statement 2017 to 2018**

In 2017-2018 achievement and progress data shows that the impact of the school's intervention strategies, funded by Pupil Premium, have been successful and have had a positive impact upon the progress, standards and achievement of those pupils entitled to additional funds. Ofsted June 2015 reported 'Equal opportunities are promoted effectively as the closing gaps between the attainment of different groups shows. Despite the gap narrowing, we do recognise that a gap exists – although this is not consistent with each cohort and subject.

Some important findings

- No gap existed with end of KS 1 maths and only a small gap with writing and reading.
- Teacher Assessments show that progress of Pupil Premium children is greater than the progress of other children in the following areas and cohorts
  - Y2 reading
  - Y3 reading, writing and maths
  - Y4 reading, writing and maths
  - Y5 reading and maths
  - Y6 writing
- Attainment gap for reading, writing and maths improved in all subjects
  - 4/6 Year groups closed the gap in reading
  - 4/6 year groups closed the gap in writing
  - 4/6 year groups closed the gap in maths
- Attainment for pupil premium children is above (or equal) that of other children in the following areas and cohorts
  - Reading in Y1
  - Writing in years 1, 5 and 6
  - Maths in Y 1 and 2.
  - Combined attainment for pupil premium children in reading, writing and maths is above or equal to other pupils in 3 out of 6 year groups
- Sats data shows that at the end of Year 6 the gap for reading, writing and maths combined had opened up ( bucking the trend from previous year when no gap existed) .
- Sats data for end of Y6 shows progress in writing for pupil premium children is above that of non-pupil premium and equal to in maths.

## Overview of the school

Number of pupils and pupil premium grant (PP) received	
Total number of pupils on roll	230
Total number of pupils eligible for PPG	68
Amount of PP received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£89 907</b>

## Nature of support in 2017/18

Our priorities at St Mary's Church of England Primary School are:

- *To narrow the gap for those pupils not on track to achieve expected standards at the end of KS2.*
- *To ensure early identification of additional needs and to promote early intervention programmes.*
- *To improve the outcomes of pupils at all levels – EYFS, Y1 Phonics Screening, KS 1 SATS , KS 2 SATS*
- *To facilitate personalised learning for all including the More Able children.*
- *To ensure that there is extra adult support to facilitate emotional and social development.*

These priorities have been achieved through -

- *Additional support from teaching assistants in the classroom*
- *Additional support from extra teachers*
- *Resources to support curriculum*
- *Online homework resources*
- *Additional support for pastoral care by Teaching Assistant*
- *Teacher CPD*
- *ICT resources – hardware and software*
- *Music tuition*
- *Family Assistance with trip payments*
- *Care given to support pupils with basic needs*
- *New programme to support Emotional & Social well-being linked to school values*
- *Employment of a Family Support Worker to identify children and families who need early intervention help.*

## Measuring the impact of PP spending

The spending of Pupil Premium funds has primarily been used to enhance Teaching and Learning for all pupils entitled to such support. Additional support was provided for all of the students at St Mary's via our enhanced staffing ratios. Targeted support for pupils was also provided due to the enhanced nature of our staffing. This in practical terms meant that each child received greater input and individual feedback relating to behaviour and progress from both class teacher and teaching assistant.

St Mary's is committed to providing support for every child – this means a high emphasis is placed upon pastoral support. Ensuring a child is ready for learning underpins all the work that we do. To this end some funds have been used to offer personalised assistance to individuals. The impact of this is seen in the settled and happy environment that permeates every part of St Mary's. Ofsted identified that -

*'The behaviour of pupils is outstanding. Their conduct in and around school is always of the highest order. Pupils are polite and respectful to one another, staff and visitors. Their attendance is above the national average and they wear their uniform with pride.*

*Staff work particularly well to encourage positive behaviour and respect from pupils at all times. The shared respect between staff and pupils contributes greatly to the strong, nurturing ethos of the school. Pupils' attitudes to their learning are outstanding.'*

### **% of pupils reaching expected standard( teacher assessments)**

Year Group	All pupils Reading	Pupil Premium Pupils Reading	All pupils Writing	Pupil Premium Pupils Writing	All pupils Maths	Pupil premium pupils Maths
1	71	90	61	80	51	60
2	74	64	79	69	74	77
3	62	61	65	54	68	54
4	75	67	60	58	60	59
5	76	66	61	36	77	55
6	82	77	75	77	67	62

**Phonics screening 71% all children**

**100% Pupil Premium**

### **KS 1 SATS**

Expected standard	All pupils	PP pupils
Reading	74	69
Writing	80	69
Maths	74	78

## **KS 2 SATS**

<i>Expected standard</i>	<i>All pupils</i>	<i>PP pupils</i>
<i>Reading</i>	76	62
<i>Writing</i>	77	77
<i>Maths</i>	74	54
<i>SPAG</i>	86	85

<i>Good level of development</i>	<i>All pupils</i>	<i>PP pupils</i>
	67%	57%

### How the money was spent 2017– 2018

Extra teaching / support staff £86 000

Assistance with residential funding £400

On line maths resources £320

Reading resources £400

SPAG resources £60

CPD literacy and maths £850

Nurture resources and set up £200

Dyslexia friendly Programme £600

Tracking programme for vulnerable children £650

The rest of the funds were used to provide music lessons and activities, social development activities and sporting activities.

School review of Pupil Premium Autumn 2018

Next review with Governing Body Autumn 2019