

## **St. Mary's Axminster Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company  
of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith  
Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017-18	Total PP budget	£29,628	Date of most recent PP Review	N/K
Total number of pupils	126	Number of pupils eligible for PP	22	Date for next internal review of this strategy	6 Nov 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
20	2	0	0

**Current Academic Year**  
**(Percentages are for each cohort and the totals across the school)**

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	26.6	13.3	13.3	0	0
Year 5	11.8	11.8	0	0	0
Year 4	14.3	14.3	0	0	0
Year 3	25.0	25.0	0	0	0
Year 2	15.0	15.0	0	0	0
Year 1	15.8	15.8	0	0	0
Reception	14.3	14.3	0	0	0
Total	<b>17.5</b>	<b>15.9</b>	<b>1.6</b>	<b>0</b>	<b>0</b>

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2016-2017</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	<b>25</b>	<b>47</b>	<b>61</b>
% achieving expected standard or above in reading	<b>75</b>	<b>71</b>	<b>71</b>
% achieving expected standard or above in writing	<b>50</b>	<b>59</b>	<b>76</b>
% achieving expected standard or above in maths	<b>25</b>	<b>47</b>	<b>74</b>
Progress score in Reading			
Progress score in Mathematics			
Progress score in Writing	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
% achieving expected standard or above in reading at KS1	<b>25</b>	<b>72</b>	
% achieving expected standard or above in writing at KS1	<b>25</b>	<b>72</b>	
% achieving expected standard or above in maths at KS1	<b>25</b>	<b>72</b>	

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

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

**A.** PP with multi additional needs

**B.** Social and emotional resilience

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

**C.** Attendance below national

**D.** Effective multi-agency working to develop joined up approach

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium children make expected or better progress in reading, writing and maths, from their individual starting point.	<ul style="list-style-type: none"> <li>○ The gap between PP and non PP pupils will be minimized at the end of KS1 and KS2.</li> <li>○ Increased confidence (discussion)</li> <li>○ Increased attainment in Reading, Writing and Maths (Assessment Data)</li> </ul>
<b>B.</b>	End of Key Stage assessments in writing for PP children shows an improvement in line with non-pp children.	<ul style="list-style-type: none"> <li>○ Increased progress in writing (data)</li> <li>○ Increased self-confidence in writing (pupil conferences)</li> <li>○ Y6 SATs Writing ARE = 79% Greater than expected progress from Sep 2017 = 30%</li> <li>○ Y2 SATs Writing ARE = 80%</li> </ul>
<b>C.</b>	End of Key Stage assessments in maths for PP children shows an improvement in line with non-pp children.	<ul style="list-style-type: none"> <li>○ Increased progress in writing (data)</li> <li>○ Increased self-confidence in writing (pupil conferences)</li> <li>○ Y6 SATs Maths ARE = 79% Greater than expected progress from Sep 2017 = 40%</li> <li>○ Y2 SATs Maths ARE = 75%</li> </ul>
<b>D.</b>	PP children have high self-confidence and clear aspirations for the future.	<ul style="list-style-type: none"> <li>○ Increased self-confidence (pupil conferences)</li> <li>○ Children have ambition for the future (pupil conferences)</li> </ul>

5. Planned expenditure				
Academic year	2017/18			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children are supported to address learning gaps through focused intervention groups	Teaching Assistant to provide additional support for children in Y6 and Y2.	Children will make good progress when their learning gaps are addressed regularly and precisely.	MLT and SLT	HT
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£6,235

**b. 1-1 Intervention - Academic**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Narrow the gap between Pupil Premium children and their peers	Development of maths and English skills through one to one targeted support.  Provision of TA hours to deliver agreed, short-term intervention programmes.	Small group support will boost basic skills in maths and writing.	Monitoring by SLT and HT	HT

**Outcomes of Mid-Year Review:****Total Planned Expenditure: £1,302****c. 1-1 Intervention - Social**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<b>Provide Pupil Premium</b>	To contribute to visitors to school to explain the benefits of healthy eating and a healthy lifestyle.	Focus on health will improve attendance which will have a positive impact on standards.  Healthy lifestyle will increase concentration and focus in lessons.	Buy-in professional support, advice and expertise as required; e.g. school nurse.	HT

**Outcomes of Mid-Year Review:****Total Planned Expenditure: £500**

**d. Group Intervention - Academic**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Narrow the gap between Pupil Premium children and their peers	<p>Ensure that Quality First Teaching is consistently implemented across the school.</p> <p>Teachers and experienced Teaching Assistants provide structured booster work for PP children across the school under the guidance of class teachers</p> <p>Teachers provide PP pupils with constructive feedback so that they understand how to improve their learning.</p>	<p>The more precise, engaging and relevant the teaching, the greater the progress that will be made by all children.</p> <p>Progress is maximized when independent learning, and developing children's awareness of successful learning, is secure.</p> <p>Learning resources that are carefully matched to the children's needs will ensure that progress maximized, based on accurate assessment and feedback.</p> <p>Small group and individual teaching provides targeted support for children</p>	Monitoring and Inset by SLT and HT	HT
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£17,180</b>



<b>e. Group Intervention - Social</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Broaden the children's experiences and increase levels of social skills, self-confidence teamwork and independence.	Monitor Pupil Premium children to ensure that they have access to a range of enrichment activities developing their individual needs and self-confidence.	Children who are confident, motivated and happy will achieve well at school	Monitoring by class teachers and HT	HT
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£0</b>
<b>f. Learning Resources</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children are tracked so that the impact of interventions and support is clear.	Payment of School Pupil Tracker during notice period while we migrate to Target Tracker.  Purchase of standardised test materials.	If school's are able to track progress they will be able to identify children for whom intervention is required and be able to quantify successful strategies.	Monitoring by SLT and class teachers.	SLT
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£720</b>

g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improve Quality First Teaching	Staff Inset to focus on Quality First Teaching	Skilled staff will be better able to deliver relevant and effective interventions	Monitoring by HT	HT
Improve Teaching Assistant knowledge and expertise	Targeted training for nominated TAs (e.g. ELSA training)			
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£900
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupil premium children are entitled to attend Educational Visits and After-School Clubs free of charge, where financial need is apparent.	Clubs, music lessons and educational visits are monitored by admin and HT to ensure that PP children are not missing opportunities for financial reasons.	Children should have access to a wide range of educational opportunity in order to raise self-esteem and nurture aspirations.	Monitoring by admin	Admin
Small group invitation club to raise self-esteem, motivation and self-regulation through an approach in relation to need.				
Outcomes of Mid-Year Review:				

<b>Total Planned Expenditure:</b>				<b>£2173</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children begin the learning day in a healthy, happy and motivated way.	Provision of a daily breakfast club.	Children who arrive at school in a calm way, having had a healthy breakfast, will be better placed to achieve well during lessons.	Monitoring by HT and SFO	SFO
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£500</b>
<b>j. Other, not captured by any of the above</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Every child is able to wear the agreed school uniform.	Pupil Premium children are entitled to financial support in the purchase of school uniform.	A sense of belonging is important to a child's well-being and academic success at school.	Monitoring	Admin
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£100</b>

**6. Additional detail**

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.