



| PUPIL PREMIUM FUNDING | |
|---|------------|
| Total number of pupils on roll | 120 |
| Total number of pupils eligible for Pupil Premium | 22 (18.3%) |
| Pupil Premium Grant funding received | £25,787 |

BACKGROUND

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. The grant is allocated to children from low income families who are eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children who have parents serving in the armed forces. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after (LAC) for at least 6 months, the school receives an amount per head within their budget. In 2016-17 the per pupil grant was £1,320.

Schools are able to spend the Pupil Premium Grant as they see fit. At St Mary's School we are committed to ensuring maximum progress for all groups of children and meeting the specific learning needs of individual children. Our priorities for our pupil premium children are to close the disadvantage gap by addressing inequalities, raising their academic attainment and providing a broad and balanced curriculum so that self-esteem, confidence and a love of learning are engendered.

SUMMARY OF PUPIL PREMIUM SPENDING IN 2016-17

Objectives:

1. To raise English and maths attainment with an emphasis on enabling disadvantaged pupils to achieve at least as well as other pupils
2. To ensure that all pupil premium children are supported and encouraged to achieve well
3. To provide intervention programmes and activities that increase pupils' access to the curriculum
4. To provide strategies which raise disadvantaged children's confidence, self-esteem, resilience and self-belief and help them become confident learners

| SUMMARY OF PUPIL PREMIUM SPENDING IN 2016-17 | | |
|--|--|----------------|
| Initiatives | Actions | Cost |
| Improve Quality First Teaching in all classes | <ul style="list-style-type: none"> ○ Targeted teaching for identified pupils ○ Targeted support and strategies within quality first teaching ○ Staff development ○ Booster and intervention sessions as needed ○ Engaging curriculum with “wow” days to motivate learning ○ Consistent and effective pupil feedback ○ Targeted use of pupil conferencing ○ Focus on pupils developing positive learning behaviours | £8,500 |
| Targeted support for learning and attainment | <ul style="list-style-type: none"> ○ Targeted pupil groups in KS1 & KS2 with intervention aimed to close the gap and maximize their progress ○ Additional TA support in class ○ Daily one-to-one reading for targeted children ○ ELSA sessions to develop children’s social and emotional well-being, enabling them to engage with life and learning ○ Working directly with a range of agencies to ensure families have access to support in varying forms ○ Depending on the needs of the child, individual therapies working with external agencies | £10,000 |
| Whole-School Approach | <ul style="list-style-type: none"> ○ Integrated tracking and assessment systems which pinpoint direct objectives and next steps in learning ○ Transfer of objectives into individual targets ○ Pupil ownership and transference of skills across their learning ○ Development of ‘Blue for Better’ and pupil ownership of learning so that it has the maximum impact on pupil progress and attainment ○ A percentage of the cost of residential and educational visits met by the school from the PPG | £6,580 |
| Enrichment activities for children in receipt of the Pupil Premium | <ul style="list-style-type: none"> ○ Music tuition and instrument hire ○ Cost of school visits and invited input from external providers | £707 |
| Total expenditure | | £25,787 |

IMPACT OF PUPIL PREMIUM SPENDING IN 2016-17

The attainment of children in 2017 Key Stage 2 SATs:

| Subject | Attainment of all children (2016) | Attainment of Pupil Premium children |
|---------|-----------------------------------|--------------------------------------|
| Reading | 71% expected standard (63) | 60% expected standard (50) |
| Writing | 59% expected standard (44) | 40% expected standard (25) |
| Maths | 47% expected standard (63) | 20% expected standard (50) |

The progress of children in Key Stage 2 SATs

| Subject | Progress of all children (2016) | Progress of Pupil Premium children |
|---------|---------------------------------|------------------------------------|
| Reading | -0.90 (-2.21) | -1.37 (-3.69) |
| Writing | -3.59 (-9.01) | -1.90 (-8.69) |
| Maths | -4.03 (-3.72) | -3.26 (-0.58) |

- There were 4 pupil premium children in Year 6 in 2016-17 and in 2015-16
- The attainment gap for disadvantaged children was narrowed in reading, remained the same in writing and widened in maths
- The progress gap was narrowed in reading and writing but widened in maths

The attainment of children in 2017 Key Stage 1 SATs:

| Subject | Attainment of all children (2016) | Attainment of Pupil Premium children |
|---------|-----------------------------------|--------------------------------------|
| Reading | 72% expected standard (86) | 60% expected standard (50) |
| Writing | 72% expected standard (50) | 40% expected standard (50) |
| Maths | 72% expected standard (86) | 20% expected standard (50) |

- There were 4 pupil premium children in Year 2 in 2016-17 compared to 2 pupil premium children in 2015-16
- The attainment gap widened in all subjects in 2016-17

The data for the rest of the school indicates that the gap was most successfully narrowed in Y3 and Y1, particularly in reading and maths. The widest gaps were in Year 4 in writing and maths.

Targeted support for individual children enabled them to feel more secure, confident and able to manage their emotions more readily.

Enrichment activities subsidised by Pupil Premium funding provided learning opportunities for children such as music and additional trips which improved aspiration, confidence, self-esteem and enjoyment of learning.

Teaching staff are now more confident in recording and analysing termly assessments and other data. Interventions are implemented and refined according to need and are more closely linked to classroom delivery.