**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, 11th 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.

Review undertaken February 2018 Updates highlighted in green – although numbers have increased by 8, funding will not follow until September . New PP children identified for interventions

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £29,628 | **Date of most recent PP Review** | N/K |
| **Total no of pupils** | 126 | **NO of pupils eligible for PP** | **22** | **Date for internal review of strategy** | Nov 2017 |
| **Total no of pupils** | 127 | **NO of pupils eligible for PP** | **29** | **Date for internal review of strategy** | Feb 2018 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 26 | 2 | 1 | 0 |

**Current Academic Year** TBD

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

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 37% | 13.3 | 13.3 | 0 | 0 |
| Year 5 | 18% | 11.8 | 0 | 0 | 0 |
| Year 4 | 29% | 14.3 | 0 | 0 |  |
| Year 3 | 30% | 25.0 | 0 | 0 | 1 |
| Year 2 | 25% | 15.0 | 0 | 0 | 0 |
| Year 1 | 15% | 15.8 | 0 | 0 | 0 |
| Reception | 10% | 14.3 | 0 | 0 | 0 |
| Total | **23%** | **15.9** | **1.6** | **0** | **0** |

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| 1. **Current achievement** | | | |
| **End of KS1 & 2 Attainment for: 2016-2017** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing and maths | **25** | **47** | **61** |
| % achieving expected standard or above in reading | **75** | **71** | **71** |
| % achieving expected standard or above in writing | **50** | **59** | **76** |
| % achieving expected standard or above in maths | **25** | **47** | **74** |
| Progress score in Reading |  |  |  |
| Progress score in Mathematics |  |  |  |
| Progress score in Writing | **N/A** | **N/A** | **N/A** |
| % achieving expected standard or above in reading at KS1 | **25** | **72** |  |
| % achieving expected standard or above in writing at KS1 | **25** | **72** |  |
| % achieving expected standard or above in maths at KS1 | **25** | **72** |  |

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| 1. **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)* | |
|  | PP with multi additional needs – Special Educational needs and emotional |
|  | Social and emotional resilience of pupils |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Attendance below national , Persistent Absenteeism |
|  | Effective multi-agency needed working to develop joined up approach for needs |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Pupil Premium children make expected or better progress in reading, writing and maths, from their individual starting point. | * Increased attainment in Reading, Writing and Maths (Assessment Data) * The gap between PP and non PP pupils will be reduced at the end of KS1 and KS2. * Increased confidence (discussion) |
| **B.** | End of Key Stage assessments in writing for PP children shows an improvement in line with non-pp children. | * Increased progress in writing (data) * Increased self-confidence in writing (pupil conferences) * Y6 SATs   Writing ARE = 79%  Greater than expected progress from Sep 2017 = 30%   * Y2 SATs   Writing ARE = 80% |
| **C.** | End of Key Stage assessments in maths for PP children shows an improvement in line with non-pp children. | * Increased progress in maths (data) * Increased self-confidence in maths (pupil conferences) * Y6 SATs   Maths ARE = 79%  Greater than expected progress from Sep 2017 = 40% ?   * Y2 SATs   Maths ARE = 75% |
| **D.** | PP children have high self-confidence and clear aspirations for the future. | * Increased self-confidence (pupil conferences) * Children have ambition for the future (pupil conferences) |

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| 1. **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 all children . This links with group intervention section. | Children will make good  progress when their learning  gaps are addressed regularly  and precisely. | MLT and SLT | HT |
| **Outcomes of Mid-Year Review: All PP children have interventions or extra support in place which are targeted to their needs.** | | | | |
| **Total Planned Expenditure:** | | | | **£6,235** |

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| **b. 1-1 Intervention – Academic** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| 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: Children targeted one to one have more confidence. This should continue.** | | | | |
| **Total Planned Expenditure:** | | | | **£1,302** |
| **c. 1-1 Intervention – Social** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| **Provide Pupil Premium** | 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. NO | HT |
| **Outcomes of Mid-Year Review: Decision made to focus on mental health challenges instead of this area and also to work with Early Help for Mental Health EY4MH. Time to be made available for identified employees to be supported with this work for the children and identified funding to be used for this with extra on top as needed** | | | | |
| **Total Planned Expenditure:** | | | | **£500** |
| **d. Group Intervention – Academic** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Narrow the gap between Pupil Premium children and their peers | Ensure that Quality First Teaching is consistently implemented across the school.  Teachers and experienced Teaching Assistants provide structured booster work for PP children across the school under the guidance of class teachers  Teachers provide PP pupils with constructive feedback so that they understand how to improve their learning. | The more precise, engaging  and relevant the teaching, the  greater the progress that will  be made by all children.  Progress is maximized when  independent learning, and  developing children’s awareness  of successful learning, is secure.  Learning resources that are  carefully matched to the children’s  needs will ensure that progress is  maximized, based on accurate  assessment and feedback.  Small group and individual  teaching provides targeted  support for children | Monitoring and Inset by SLT and HT  Regular checks on progress of pupil premium children | HT |
| **Outcomes of Mid-Year Review: Focus on QFT with success criteria shared with children is allowing children to be more in charge of their learning Teachers. SLT, Teachers and Teaching assistants providing bespoke booster programmes is supporting increased progress** | | | | |
| **Total Planned Expenditure:** | | | | **£17,180** |
| **e. Group Intervention – Social** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| 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 |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£0** |
| **f. Learning Resources** | | | | |
| **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 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 schools 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 |
| **Outcomes of Mid-Year Review: All staff aware of pupil progress and where gaps are : Children are made aware of strengths and how to improve** | | | | |
| **Total Planned Expenditure:** | | | | **£720** |
| **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  Improve Teaching Assistant knowledge and expertise | Staff Inset to focus on Quality First Teaching  Targeted training for nominated TAs | Skilled staff will be better able to deliver relevant and effective interventions | Monitoring by HT  Regular NSET | HT |
| **Outcomes of Mid-Year Review: Programme of CPD across the school increased understanding of how children best learn** | | | | |
| **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.  Small group invitation club to raise self-esteem, motivation and self-regulation through an approach in relation to need. | 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  Conferences with children | Admin  SLT |
| **Outcomes of Mid-Year Review: The impact of PP children having access to music lessons is very positive. Conferences with PP children show motivation and self esteem and extra good reasons for coming to school.**  **Subsidised visits continue to broaden experiences and will therefore continue** | | | | |
| **Total Planned Expenditure:** | | | | **£2173** |
| **i. Home Support (e.g. breakfast club, EWO etc.)** | | | | |
| **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 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 |
| **Outcomes of Mid-Year Review: This has not happened and was not seen as a priority for the year. The money will be reallocated to a different area. Mental health It will be reviewed in the summer** | | | | |
| **Total Planned Expenditure:** | | | | **£500** |
| **j. Other, not captured by any of the above** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| 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 |
| **Outcomes of Mid-Year Review: This has been taken up by some parents of pupil premium children. Self-esteem important as school focusses on the wearing of the school uniform .** | | | | |
| **Total Planned Expenditure:** | | | | **£100** |

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| 1. **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. |