**St. Mary’s Axminster Pupil premium strategy statement 2017-18 Review**

**“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.

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| 1. **Summary information for 17-18** | | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £29,628 | **Date of most recent PP Review (external )** | Nov 2017 |
| **Total number of pupils** | 126 | **Number of pupils eligible for PP from previous census** | **22** | **Date for next internal review of this strategy (completed )** | *April 2018*  *July 2018* |
| **Total no of pupils** | 127 | **No of pupils eligible for PP during the year** | **29** | Jan census 2018 |  |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 20 | 2 | 1 | 0 |

**Current Academic Year 17-18**

**(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 | 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 | **17.5** | **15.9** | **1.6** | **0** | **1** |

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| * **16-17 Achievement 17-18 Achievement** | | | |
| **End of KS1 & 2 Attainment for: 2016-2017 2017 – 18** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing & maths | **25 33** | **47 75** | **61 64** |
| % achieving expected standard or above in reading | **75 83** | **71 93** | **71 75** |
| % achieving expected standard or above in writing | **50 66** | **59 87.5** | **76 76** |
| % achieving expected standard or above in maths | **25 50** | **47 81** | **74 78** |
| 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 60** | **72 80** | **76** |
| % achieving expected standard or above in writing at KS1 | **25 60** | **72 75** | **68** |
| % achieving expected standard or above in maths at KS1 | **25 80** | **72 80** | **75** |

**Summary of key findings and decisions on next steps**

**PROGRESS ATTAINMENT ACTIONS and COMMENTS**

***Forensic analysis of gaps in learning and subsequent focussed individual and group support for children who attract pupil premium, resulted in increased progress across the year for these children. Regular checks in the form of book scrutinies and pupil interviews, ensured that the children’s progress was tracked and any aberration was addressed through more support.***

***As a result the attainment gap between eligible and ineligible children has narrowed with respect to national testing / teacher assessment at the end of each Key Stage, but more needs to be done now to raise attainment. It must be remembered that when comparing attainment the small numbers of children eligible for pupil premium in each year group – sometimes as small as two – can make the numbers look stark.***

* ***Whole school National testing at KS1 and KS2 attainment data for July 2018 showed a significant increase against attainment from 2016 to 2017 in reading, writing and maths for Year 2 and Year 6. In 2018 St Mary’s pupils not eligible for PP achieved above national in every area and progress rates increased.***
* ***% of KS2 PP achieving expected in reading, writing and maths has increased but there is still a significant gap between PP data and the attainment of other pupils at St Mary’s and national***
* ***Attainment of PP pupils in EYFS at 100% and attainment in Yr 1 phonics test at 100% suggesting a strong start to school life at St Mary’s; progress over the two years for PP from the end of EYFS was good .***
* ***In 2018 testing, PP children only achieved above national average in KS1 Maths. Clearly it is important that our children who attract pupil premium reach their full potential; progress figures for PP children at KS2 for both those achieving ARE and those achieving Greater Depth reveals that there are still some children where this is not the case.***

***ACTIONS***

***Further analysis of across school achievement identifies that historically sustained progress for PP pupil needs focus to ensure that end of KS outcomes compared with all pupils and national improve for this group.***

***St Mary’s needs to focus on PP children skills across all areas of the core curriculum to improve this data for 2018 - 2019.***

***Tracking pupils over time to ensure attainment and progress targets are met for PP children remains a priority – this will be addressed for all pupils in pupil progress meetings as well as even more regular sessions for PP pupils.***

***Reading and writing will continue to be a focus for all younger pupils with parent involvement with regular reading receiving particular attention. Support for parents to share enjoyable reading.***

***Reading for pleasure will be a focus across the school***

***Progress and attainment in maths will be a focus for further analysis and monitoring with the school gaining a thorough understanding of core calculation skills as well as developing the language for problem solving***

***Throughout this year (from Jan 2018), individual parents of children registered for PP raised questions about the exact entitlement for PP children; this highlighted lack of clarity and the changes from year to year that have resulted from changes in leadership. Since Feb 2018 information sent out in newsletters and directly to the PP parent group as well as meeting some parents individually (at their request) has begun to address this but following the completion of the PP strategy******2018 – 19, it is a priority to ensure that all are clear about the offer and how it supports all PP children, groups and individuals.***

**Whole national school results for 17-18**

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|  | **EYFS** | | **All** | **PP** | | **Boys/Girls** | **SEN** |
|  | GLD | | 78% | 100% | | 69%/100% | NA |
|  |  |  | | |
|  | **Phonics** | | **All** | **PP** | | **Boys/Girls** | **SEN** |
|  | Year 1 | | 80% | 100% | | 71%/84% | 66% |
|  | Year 2 | | 100% | 100% | | 100%/100% | NA |

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| **KS1 % attainment** | **ARE** | | | | **ABOVE ARE** | | | |
|  | **All** | **PP** | **SEN** | **B/G** | **All** | **PP** | **SEN** | **B/G** |
| Reading | 80 | 60 | 100 | 80/80 | 30 | 60 | 0 | 33/66 |
| Writing | 75 | 60 | 100 | 80/70 | 20 | 40 | 0 | 0/100 |
| Maths | 80 | 80 | 100 | 95/85 | 30 | 40 | 0 | 50/50 |

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| **EYFS – KS1 progress - % expected progress or more** | | | | | | | | |
|  | **ARE** | | | | **ABOVE** | | | |
|  | **All** | **PP** | **SEN** | **B/G** | **All** | **PP** | **SEN** | **B/G** |
| Reading | 90 | 100 | 100 | 90/90 | 0 | 0 | 0 | 0/0 |
| Writing | 75 | 80 | 100 | 90/70 | 5 | 0 | 0 | 0/10 |
| Maths | 90 | 100 | 100 | 90/80 | 25 | 60 | 0 | 30/20 |

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| **KS2 % attainment** | **ARE** | | | | **ABOVE ARE** | | | |
|  | **All** | **PP** | **SEN** | **B/G** | **All** | **PP** | **SEN** | **B/G** |
| Reading | 93.7 | 83.3 | 0 | 100/90 | 31 | 16 | 0 | 20/36 |
| Writing | 87.5 | 66 | 0 | 100/81 | 25 | 20 | 0 | 0/100 |
| Maths | 81.25 | 50 | 0 | 100/72 | 12.5 | 0 | 0 | 20/9 |
| GPS | 81.25 | 66 | 0 | 80/81 | 31 | 33 | 0 | 0/45 |
| RWM | 75 | 33 | 0 | 100/63 | 6.2 | 0 | 0 | 0/9 |

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| **KS1– KS2 progress - % expected progress or more** | | | | | | | | |
|  | **ARE** | | | | **ABOVE** | | | |
|  | **All** | **PP** | **SEN** | **B/G** | **All** | **PP** | **SEN** | **B/G** |
| Reading | 68.7 | 66 | 0 | 60/72 | 18.7 | 33. | 0 | 20/18 |
| Writing | 75 | 66 | 0 | 80/72 | 25 | 16 | 0 | 20/27 |
| Maths | 75 | 33 | 0 | 100/73 | 6 | 0 | 0 | 0/9 |

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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 – |
|  | Social and emotional resilience |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Attendance below national |
|  | Effective multi-agency working to develop joined up approach |

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| 1. **Desired outcomes Green annotations identifies where success has been realised** | | |
|  | *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. | * **The gap between PP and non PP pupils will be minimized at the end of KS1 and KS2.** * **Increased confidence (discussion)** * **Increased attainment in Reading, Writing and Maths (Assessment Data)** |
| 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 writing (data)** * **Increased self-confidence in writing (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 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:**  **Impact of TAs evident through pupil conference and from progress review discussions.**  **Additional resource from SLT allocated to Year 6 borderline pupils including PP.** | | | | |
| **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: *progress being achieved as a result of close monitoring and focussed intervention switched from one to one to QFT and small target group alongside pupil conferencing and additional home tasks for reading and maths.*** | | | | |
| **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. | HT |
| **Outcomes of Mid-Year Review: *Needs to be more focussed and whole school. Plan for Summer term made. Attendance being monitored and managed via SLT*** | | | | |
| **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 | HT |
| **Outcomes of Mid-Year Review*: Impact evident in progress reviews and PP conferencing.*** | | | | |
| **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:  *having impact but clarity needed on detail of this offer and families to be clear. 2018 – 19 offer to be more explicit*.** | | | | |
| **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 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 |
| **Outcomes of Mid-Year Review: *School use of Target Tracker ( data package) to be used to drive progress.*** | | | | |
| **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 (e.g. ELSA training) | Skilled staff will be better able to deliver relevant and effective interventions | Monitoring by HT | HT |
| **Outcomes of Mid-Year Review: *Literacy introduction of No Nonsense writing having significant impact on identified pupils. Maths switch to broader curriculum using Devon Babcock Mastery approach improving engagement. Use of shorter reading texts and focus on core skill of accuracy in fact ad inference improving focus and skills of pupils. Improved outcomes in independent timed activities still to be achieved*.** | | | | |
| **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 | Admin |
| **Outcomes of Mid-Year Review: Children enjoy access to out of school activities including school trips identifying how this gives confidence and helps learning. Parent confusion over the specific offer being supported with communication and meetings.** | | | | |
| **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 been in place and does not seem appropriate.**  **In its place :**  **Whole school drive to arrive before register closes has had a significant impact on whole school data.**  **Target support for families with attendance below 95%, falling attendance and persistence absence is a school-wide strategy.**  **Year 6 will all be offered a daily buffet breakfast during SATs week.**  **Healthy attitudes will be a whole school focus for the summer term.** | | | | |
| **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:**  **Parents not accessing this offer.** | | | | |
| **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. |