



## St. Mary's Pupil Premium Statement 2017-18

**Pupil Premium Funding: £43,980**

**Proportion of Cohort: 14%**

**Number of disadvantaged Pupils: 30**

**Pupil Premium Lead: Maria Constantinou**

St. Mary's School is restless in its pursuit of excellence. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

At St. Mary's we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that **the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching**. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. **All children** need opportunities to enrich their lives through experience. Where children are unable to access opportunities these through home, we seek opportunities to provide them through school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms **throughout the school**. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. We have conducted an analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers for many of the eligible children.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This is evident, both from a speech and language perspective in addition to the quality of children's written work.
- Emotional wellbeing - which can impact on behaviour for learning and readiness to engage and achieve well.
- Limited Cultural Capital and enrichment - lack of experience limits language and understanding

## Impact – Pupil Premium Attainment Data 2016/17

We have worked extremely hard to “diminish the gap” between pupils that are eligible for the pupil premium and the national result of those that are not eligible. The table below shows the attainment of these groups at the end of each statutory assessment point in the academic year 2016/17.

	<b>School Pupil Premium (Disadvantaged)</b>	<b>National Non-Pupil Premium (‘Other’)</b>
<b>EYFS:</b> Percentage of pupils attaining a Good Level of Development	100%	72%
<b>Year 1 Phonic Screening:</b> Percentage of pupils attaining the expected standard or above	100%	83%
<b>KS1 Statutory Teacher Assessments (Y2)</b>	<b>Reading at expected standard or above:</b> 100% <b>Reading at ‘greater depth’:</b> 25%  <b>Writing at expected standard or above:</b> 100% <b>Writing at ‘greater depth’:</b> 25%  <b>Maths at expected standard or above:</b> 100% <b>Maths at ‘greater depth’:</b> 25%	<b>Reading at expected standard or above:</b> 78% <b>Reading at ‘greater depth’:</b> 27%  <b>Writing at expected standard or above:</b> 72% <b>Writing at ‘greater depth’:</b> 18%  <b>Maths at expected standard or above:</b> 78% <b>Maths at ‘greater depth’:</b> 23%
<b>KS2 Statutory Assessments (Y6)</b>	<b>Reading at expected standard or above:</b> 75% <b>Reading at higher standard:</b> 25%  <b>Writing at expected standard or above:</b> 75% <b>Writing at ‘greater depth’:</b> 25%  <b>Spelling, Punctuation and Grammar at expected standard or above:</b> 75% <b>Spelling, Punctuation and Grammar at higher standard:</b> 25%  <b>Maths at expected standard or above:</b> 75% <b>Maths at higher standard:</b> 25%	<b>Reading at expected standard or above:</b> 77% <b>Reading at higher standard:</b> 29%  <b>Writing at expected standard or above:</b> 81% <b>Writing at ‘greater depth’:</b> 21%  <b>Spelling, Punctuation and Grammar at expected standard or above:</b> 82% <b>Spelling, Punctuation and Grammar at higher standard:</b> 35%  <b>Maths at expected standard or above:</b> 80% <b>Maths at higher standard:</b> 27%

<b>2016/17 Attendance for pupils eligible for Pupil Premium</b>	94%
<b>2016/17 Attendance for pupils not eligible for Pupil Premium</b>	97%

### Provision

The funding over the last three years has been allocated to:

- Curriculum Support
- Pastoral Support
- One to One Support for key activities where required
- Attendance and Punctuality Monitoring
- Data analysis monitoring
- Funded/Subsidised Residential trips and Day Outings
- Individual provision and referrals e.g. where children have wider educational needs.
- Funding of music lessons and equipment where possible.

Due to the success of these provisions, we plan to continue to use the funds in a similar way this academic year (2017/18) as well as any other additional spends as they arise.

### Planned Expenditure **for Academic Year 2017/18: £43,980 (approximately 30 pupils)**

Focus	Objective	Responsibility	Success Criteria - Measuring the Impact
<b>1. Targeted Spelling Intervention. Resources, training and intervention delivery.</b>	To raise attainment and maintain improvement and progress in spelling for pupils entitled to the PP from Years 2 to 6.	Associate Head for Inclusion and KS1/2 Literacy Leaders	Spelling will be more accurate and this will contribute to increased attainment and progress in writing for PP eligible pupils.
<b>2. Whole school CPD on writing.</b>	To further improve standards in writing for PP eligible pupils.	Associate Head for Inclusion and KS1/2 Literacy Leaders – Commissioning Literacy Consultant from Local Authority.	Progress and attainment data in writing will be more in line with data for reading and maths for all children including PP eligible pupils.  SLT book looks will evidence increased standards in writing.
<b>3. Coordination of PP spending</b>	To monitor the effectiveness of spending and strategies to close any gaps.	Associate Head for Inclusion	PP spending will be targeted at key priorities and as an outcome of whole school self evaluating. Central coordination will help to ensure that spending has a positive impact on pupil outcomes.

<p><b>4. PP data tracking</b></p>	<p>To continue to refine data tracking for PP eligible pupils.</p>	<p>Deputy Heads/Associate Head</p>	<p>Data analysis will further enable senior/middle leaders/governors and individual class teachers to monitor the progress and attainment of PP eligible pupils.</p>
<p><b>5. Monitoring</b></p>	<p>Ongoing monitoring of PP eligible pupils' learning to ensure that teaching and learning is of a high standard.  Ongoing monitoring of interventions and agreed, inclusive curriculum strategies to support PP eligible pupils.</p>	<p>Senior Leadership Team including Literacy and Maths Leaders</p>	<p>As above no. 2.</p>
<p><b>6. Additional teaching and learning input</b></p>	<p>2 additional part time teachers to enable focused teaching of small groups.  Daily reading support for key children  Daily small group TA support in class and delivery of interventions outside the classroom as required.  Additional 1:1 assessment spending for PP eligible pupils with Special Educational Needs (Educational Psychologist)</p>	<p>Senior Leadership Team to coordinate and deploy additional teachers.  Associate Head for Inclusion to plan and monitor provision.  Associate Head for Inclusion in consultation with individual teachers.</p>	<p>Progress and attainment data will indicate that PP eligible children are achieving the same outcomes as Non-PP eligible pupils.  SLT book looks will evidence increased standards.  Where children have additional learning needs, their progress will be favourable with consideration to their starting point.</p>
<p><b>7. Improving attendance of PP pupils.</b></p>	<p>Monitor individual pupil attendance / punctuality and liaise with/support parents including organising</p>	<p>Associate Head for Inclusion in consultation with Education Welfare Team.</p>	<p>Attendance for PP eligible pupils will be in line with data for Non-PP eligible pupils.</p>

	and attending court assessment meetings where required.		
<b>8. Subsidised extended school day support e.g. Breakfast Club/after school facilities on site.</b>	To support families back into work.	Head teacher, Associate Head, Deputy Heads and Office Staff	PP eligible children will be proportionately present in breakfast club/after school activities.
<b>9. Subsidised trips, workshops experiences and school journeys to support vulnerable children and their families' expenditures.</b>	To enable all children to experience educational activities beyond school setting. Funding to include inclusion of PP eligible pupils in enrichment, music and 'challenge' activities to create opportunities for aspiration and inspiration.		All PP eligible children will access all educational trips and residential outings. PP eligible children will be proportionately present in choir /orchestra/1:1 music lessons.
<b>10. Provision of school uniform for vulnerable children (as required).</b>	To support families with this expenditure and to ensure that children are well clothed in the correct uniform for school. This will aim to promote self esteem and a sense of inclusion.		All children, including PP eligible pupils will wear the correct school uniform.
<b>11. Behaviour for learning support</b>	To encourage good behaviour for learning in adherence with the school aims, vision and values.	Class teachers. Senior leadership team to meet with key children as required to establish routines to encourage positive behaviour for learning. Inclusion referrals where required to support any underlying needs. Assistant Head – monitoring role.	Children that are in need of behaviour for learning support (including those eligible for PP) will be closely monitored to ensure that behaviour improves and does not impact negatively on achievement.