**St Mary’s C of E Primary School: Pupil Premium Impact Statement (2017-2018)**

In the 2017-18 academic year, the school’s total allocation of Pupil Premium Funding was **£118,053.** The funding was allocated to a range of strategies as shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Initiative** | **Cost** | **Method** | **Impact** |
| **Staffing to support small group and 1:1 teaching. This also enables prompt action to be taken where there are pastoral concerns because the adults know the children well.**  *A high proportion of these pupils require ‘catch-up’ programmes to access the curriculum for the subsequent year group and support to develop the skills required for their age.* | £94,123 | Intervention groups led by teachers and teaching assistants in R, Wr and Ma. | Please see detailed breakdown below. |
| **Participation in Beanstalk Volunteer Reader scheme to support targeted LAC pupils with individual reading tuition.**  *These pupils require a greater degree of support to develop their confidence, their enjoyment of reading and their skills of inference.* | £700 | Weekly 1:1 reading tuition throughout the Autumn and Spring term. | Reading standards improving for each child. A positive and engaged attitude to reading evident with the impact of this being seen in pupils’ writing. |
| **Provision of pastoral service to raise self-esteem for pupils and provide family support.**  *Many pupils lack confidence and their families, whilst willing to support their child, need advice and guidance to maximise their effectiveness.* | £15,030 | Extended package of 1:1 support for pupils and carers to cater for the increased level of need seen in school, the increase in the number on roll and the changing nature of younger cohorts compared to those seen historically. | Support in place and being provided for children and families. Self-confidence of children improved and engagement of families is good. |
| **Employment of Speech and Language Therapist.**  *There are some eligible pupils who lack key speech and language skills that compromise their access to the curriculum.* | £3,700 | Therapist works in school for 0.5 days per week with individual pupils and families. | Access to curriculum improved; self-esteem and confidence of pupils increased; strategies complement those interventions already in place; families able to support learning at home. |
| **Subsidies for educational visits, music tuition and transport to sporting and academic competitions.**  *These are an important part of the school’s curriculum provision and there are circumstances where families are unable to fund these. This strategy ensures equity of access.* | £2,500 | Provision allows equal access for all to wider curriculum opportunities. | The school is able to support full participation in visits linked to the curriculum for specific families and fees for music tuition. These will include off-site sporting activities, competitions and residential visits. |
| **Cover for pastoral and pupil progress meetings every term between school leaders and teachers.**  *The monitoring and discussion of the pupils’ academic and personal development is critical in enabling adults to meet children’s needs effectively, to share information and to implement strategies that address the different barriers to learning identified above.* | £2,000 | Agenda focuses on academic progress, emotional well-being and actions to improve performance. | Pupils meeting the National Standard for their age. Teachers delivering effective strategies to improve competency and progress in basic skills as well as employing strategies to remove barriers to learning. |

**Performance of Disadvantaged Pupils at Statutory Assessment Points (2017/2018)**

**EYFS**

**EYFS Profile - 4 pupils (% meeting the expected standard)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CLL** | | **Literacy** | | **Mathematics** | |
| **Group** | **National Benchmark** | **Group** | **National Benchmark** | **Group** | **National Benchmark** |
| 100 | 82 | 100 | 71 | 100 | 79 |

The school used very clear, focused strategies to accelerate the learning for this group of pupils. The small number in this group compared to previous years meant that the level of focus was more intensive than usual but changes to the wider environment and practice supported improvement.

**Key Stage One**

**Year 1 Phonics Screen – 17 pupils (% achieving expected standard)**

|  |  |
| --- | --- |
| **Performance of the group** | **National Benchmark** |
| 76 | 85 |

A number of focused interventions were delivered, enabling this group of children to make accelerated progress having been below average in the areas of CLL and Literacy at the end of Reception in 2017. A key approach was the use of small group teaching throughout the academic year which was pivotal in accelerating standards for a proportion of the group who had lower levels of home support.

**Year 2: 13 pupils (% meeting the expected standard)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading** | | **Writing** | | **Maths** | |
| **Group** | **National Benchmark** | **Group** | **National Benchmark** | **Group** | **National Benchmark** |
| 54 | 79 | 62 | 74 | 54 | 80 |

The outcomes at the end of KS1 for Writing and Maths represented improvement on those for 2017. This was due to the deployment of full-time teaching assistant support in both classes with additional support allocated for specific lessons. This allowed small groups to receive intensive support and reduced the gap that had been evident historically. The outcome for Reading was disappointing and showed a decline from school’s performance in 2017. Analysis has been carried out on the barriers to learning for these pupils with ‘catch-up’ programmes in place in Year 3 along with modifications to practice and support for the 2018/19 Year 2 cohort.

**Key Stage Two**

**Year 6: 11 pupils (% meeting the expected standard)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading, Writing and Maths Combined** | | **Reading** | | **Writing** | | **Maths** | |
| **Group** | **National Benchmark** | **Group** | **National Benchmark** | **Group** | **National Benchmark** | **Group** | **National Benchmark** |
| 64 | 70 | 73 | 80 | 82 | 83 | 91 | 81 |

**Scaled Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | | **Maths** | |
| **Group** | **National Benchmark** | **Group** | **National Benchmark** |
| 104 | 106 | 104 | 105 |

The group exceeded the proportion projected to reach EXS in each of the measures with the accelerated progress in writing indicative of focused individual and group support. The group had some specific characteristics which presented particular barriers to learning and progress. However, most gaps in learning which were closed rapidly and supported achievement of EXS in most instances.

**Pupil Premium Strategy 2018/2019**

The allocation for the period between September 2018 and March 2019 is £70,750. The planned spend, rationale for the different approaches and the intended impact are listed below. The allocation for April 2019 to August 2019 will be confirmed in June 2019.

|  |  |  |  |
| --- | --- | --- | --- |
| **Initiative** | **Cost** | **Method** | **Intended Impact** |
| **Staffing to support small group and 1:1 teaching. This also enables prompt action to be taken where there are pastoral concerns because the adults know the children well.**  *A high proportion of these pupils require ‘catch-up’ programmes to access the curriculum for the subsequent year group and support to develop the skills required for their age.* | £53,133 | Intervention groups led by teachers and teaching assistants in R, Wr and Ma. | **Y6:** The % of children achieving the expected standard in R/Wr/Ma combined exceeds the 2018 national figure for all pupils (64%).  **Y2:** The % of children achieving the expected standard in R/Wr/Ma at least matches the national figure for each of R/Wr/Ma (76%/70%/76%).  **Y1 Phonics:** The % achieving the expected standard is above the 2018 national figure (83%)  **EYFS:** The % reaching a GLD is above the overall figure for the school in 2018 (72%)  **Other:** By July 2019 eachgroup has closed the gap with other pupils as detailed in data for July 2018. |
| **Purchase of early reading and phonics materials for use in EYFS and KS1.**  *A high number of disadvantaged pupils enter EYFS with skills bellows those expected for their age and this has led to a high proportion of the group leaving KS1 below age-related expectations. The picture improved significantly in 2018 but still requires attention.* | £2,000 | Books and resources being used in school and linked materials for home being used by families. Family workshops held to introduce these and provide parents with the confidence to support their child. | **EYFS/Y1/Y2:** The % of children achieving the expected standard in R/Wr at least matches the 2018 national figure for each at the end of KS1 (76%/70%). |
| **Participation in Beanstalk Volunteer Reader scheme to support targeted LAC pupils with individual reading tuition.**  *These pupils require a greater degree of support to develop their confidence, their enjoyment of reading and their skills of inference.* | £400 | Weekly 1:1 reading tuition throughout the Autumn and Spring term. | Reading standards improving for each child. A positive and engaged attitude to reading evident with the impact of this being seen in pupils’ writing. |
| **Provision of pastoral service to raise self-esteem for pupils and provide family support.**  *Many pupils lack confidence and their families, whilst willing to support their child, need advice and guidance to maximise their effectiveness.* | £8,717 | Extended package of 1:1 support for pupils and carers to cater for the increased level of need seen in school in 2015/16, the increase in the number of roll and the changing nature of younger cohorts compared to those seen historically. | Support in place and being provided for children and families. Self-confidence of children improved and engagement of families is good. |
| **AHT release time for work scrutiny and pupil conferencing.**  *There are some eligible pupils who demonstrate learning behaviours that compromise their access to the curriculum.* | £2,000 | -Introduction of ‘PP First’ initiative across the school.  AHT to analyse progress data, samples of work to inform possible interventions and guidance for staff.  -Analysis of frequency with which pupils are positively rewarded.  -Analysis of participation in extra-curricular activities both inside and outside school. | Access to curriculum improved; self-esteem and confidence of pupils increased; strategies complement those interventions already in place; families able to support learning at home; children receiving a rounded and enriching curriculum. |
| **Subsidies for educational visits, music tuition and transport to sporting and academic competitions.**  *These are an important part of the school’s curriculum provision and there are circumstances where families are unable to fund these. This strategy ensures equity of access.* | £2,500 | Provision allows equal access for all to wider curriculum opportunities. | The school is able to support full participation in visits linked to the curriculum for specific families and fees for music tuition. These will include off-site sporting activities, competitions and residential visits. |
| **Cover for pastoral and pupil progress meetings every term between school leaders and teachers.**  *The monitoring and discussion of the pupils’ academic and personal development is critical in enabling adults to meet children’s needs effectively, to share information and to implement strategies that address the different barriers to learning identified above.* | £2,000 | Agenda focuses on academic progress, emotional well-being and actions to improve performance. | Pupils meeting the National Standard for their age. Teachers delivering effective strategies to improve competency and progress in basic skills as well as employing strategies to remove barriers to learning. |