



## Pupil Premium Impact Statement (2016-2017)

In the 2016-17 academic year, the school's total allocation of Pupil Premium Funding was £105,711.

The funding was allocated to a range of strategies as shown in the table below:

Initiative	Cost	Method	Impact
<b>Additional staffing to support small group teaching and 1:1. This also enables prompt action to be taken where there are pastoral concerns because the adults know the children extremely well.</b>	£77,071	Intervention groups led by teachers and teaching assistants in R, Wr and Ma.	<b>Y6:</b> above overall national EXS at R/Wr/Ma (80% v 61%); <b>Y2:</b> below overall national EXS at R (67% v 74%); Wr (53% v 68%); Ma (53% v 75%). All of the school's figures are higher than the corresponding 2016 outcomes for this group. <b>Y1 Phonics:</b> 90% met expected standard (national 81%); <b>EYFS:</b> below overall national GLD (43% v 71%); <b>Other:</b> The groups in Y3 and Y5 closed the gap with other pupils since Jul 2016 although sch recognises there is still work to be done in current Y4.
<b>Purchase of reading books for use across the school and resources to enhance the communal reading environment.</b>	£3,000	Range of reading books purchased to equip and expand class and phase libraries.	Books purchased, library areas developed inside classes and in communal areas. Reading standards improving.
<b>Provision of pastoral service to raise self-esteem for pupils and provide family support.</b>	£15,390	Package includes 1:1 support for pupils and family support designed to improve self-esteem and confidence and remove these barriers to learning.	Support in place and provided for children and families. Self-confidence improved demonstrably in the vast majority of these cases, pupil and family engagement is good.
<b>Speech and Language Therapist.</b>	£3,400	Therapist works in school for 0.5 days per week with individual pupils and families.	End of year review showed pupils making good progress, engagement with parents is effective.



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Initiative	Cost	Method	Impact
<b>Subsidies for educational visits, music tuition and transport to sporting and academic competitions.</b>	£3,000	Provision allows equal access for all to wider curriculum opportunities.	Several visits linked to curriculum took place and enthused learners. Teamwork developed through off-site sporting activities, competitions and residential visits.
<b>Cover for pastoral meetings take place every term between AHT and teachers and PEP meetings.</b>	£1,700	Agenda focuses on academic progress, emotional well-being and actions to improve performance.	Teachers delivered strategies to improve competency and progress in basic skills as well as agreeing strategies that removed barriers to learning.
<b>Art therapy sessions for specific LAC pupils.</b>	£1,800	Weekly sessions delivered by externally sourced art therapist as agreed by LAC PEP team.	Self-esteem and confidence for these pupils increased and their emotional well-being allowed increased levels of engagement with their learning.
<b>1:1 Reading Support delivered by Beanstalk Reading Volunteers to LAC pupils.</b>	£350	Weekly 1:1 sessions of 45mins delivered by a reading volunteer sourced through Beanstalk. Funds represent a school contribution to charity.	Progress in reading more rapid than that seen in 2015/16. Gap between each child and their peers closed and in one case, above that of the class as a whole.

Please note that data in these tables is unvalidated 2017 Performance Data. At the time of publication, national comparators are not yet available. This document will be updated in December 2017 once validated data (both school and national) is published.

## EYFS

### EYFS Profile - 13 pupils (% meeting the expected standard)

CLL			Literacy			Mathematics		
Group	Group Nat	Other Nat	Group	Group Nat	Other Nat	Group	Group Nat	Other Nat
77			46			54		

The school used very clear, focused strategies to accelerate the learning for this group of pupils, the majority of whom who entered school at standards well below those expected for their age. This took the form of focused teaching and classroom support (including the provision of an additional Teaching Assistant for 3 days per week) as well as providing a number of sessions in school for parents to see their child's work and attend different workshops intended to enable parents to support at home.



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## Key Stage One

### Year 1 Phonics Screen – 10 pupils (% achieving expected standard)

Performance of the group	Performance of the group nationally	Performance of other pupils nationally
90		

A number of focused interventions were delivered, enabling this group of children to exceed the national average. A key approach was the use of small group teaching throughout the academic year.

### Year 2: 14 pupils (% meeting the expected standard)

Reading			Writing			Maths		
Group	Group Nat	Other Nat	Group	Group Nat	Other Nat	Group	Group Nat	Other Nat
71			57			57		

The outcomes at the end of KS1 represent a narrowing of the gap achieved that was evident at the end of EYFS although the school recognises that there is still much to do in terms of eradicating the gap between this group and all pupils nationally by the end of KS2. There was some disruption to staffing in the cohort during the course of the academic year and the school sought to address this by deploying senior leaders as teaching support. This proved effective in accelerating rates of progress of the most vulnerable pupils. By the end of the year, 98% of the group were working either towards or at the national standard for each of the three areas.



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## Key Stage Two

**Year 6: 7 pupils (% meeting the expected standard/achieving a high standard)**

Reading			Writing			Maths		
Group	Group Nat	Other Nat	Group	Group Nat	Other Nat	Group	Group Nat	Other Nat
100/43			100/0			100/14		

**Scaled Scores (Group Nat and Other Nat)**

Reading			GPS			Maths		
Group	Group Nat	Other Nat	Group	Group Nat	Other Nat	Group	Group Nat	Other Nat
108			111			107		

Outcomes at the end of KS2 maintained the improvement in standards for disadvantaged pupils that began in 2014. Additional teaching support from senior leadership formed the main provision of support. These programmes started in Summer 2 of Year 5 (2016) and the small group and 1:1 teaching strategies utilised during this period were delivered throughout Y6.



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## Pupil Premium Strategy 2017/2018

The allocation for the period between September 2017 and March 2018 is £66,804. The planned spend, rationale for the different approaches and the intended impact are listed below.

Initiative	Cost	Method	Intended Impact
<p><b>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.</b></p> <p><u>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.</u></p>	£70,354,	Intervention groups led by teachers and teaching assistants in R, Wr and Ma.	<p><b>Y6:</b> The % of children achieving the expected standard in R/Wr/Ma combined exceeds the 2017 national figure for all pupils (61%).</p> <p><b>Y2:</b> The % of children achieving the expected standard in R/Wr/Ma at least matches the national figure for each of R/Wr/Ma (76%/68%/75%).</p> <p><b>Y1 Phonics:</b> The % achieving the expected standard is above the 2016 national figure (81%)</p> <p><b>EYFS:</b> The % reaching a GLD is above the overall figure for the school in 2017 (71%)</p> <p>Other: By July 2018 each group has closed the gap with other pupils as detailed in data for July 2017.</p>
<p><b>Participation in Beanstalk Volunteer Reader scheme to support targeted LAC pupils with individual reading tuition.</b></p> <p><u>These pupils require a greater degree of support to develop their confidence, their enjoyment of reading and their skills of inference.</u></p>	£300	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.
<p><b>Provision of pastoral service to raise self-esteem for pupils and provide family support.</b></p> <p><u>Many pupils lack confidence and their families, whilst willing to support their child, need advice and guidance to maximise their effectiveness.</u></p>	£10,620	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.



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Initiative	Cost	Method	Intended Impact
Employment of Speech and Language Therapist. <u>There are some eligible pupils who lack key speech and language skills that compromise their access to the curriculum.</u>	£2,270	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.



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