

**St Mary's CE School  
Pupil Premium Report  
2017/18**

<b>Number of pupils and pupil premium grant (PPG) received September 2017</b>	
Total number of pupils on roll:	450
Total number of pupils eligible:	21
Amount of PPG received per pupil:	£1,320
Total amount of PPG received: Based on January 2017 Census	£23,020

<b>Performance of Disadvantaged Pupils</b>		
	2017 – 2018 PP eligible pupils (20 pupils at the end of summer 2018)	2017 – 2018 Pupils not eligible (school)
% Achieving GLD in Reception	<b>40%</b>	<b>77%</b>
% Achieving expected standard in Phonics Screening Check	<b>50%</b>	<b>96%</b>
<b>Key Stage One (Year 2)</b>		
% Achieving ARE in Reading	<b>67%</b>	<b>79%</b>
% Achieving ARE in Writing	<b>67%</b>	<b>73%</b>
% Achieving ARE in Mathematics	<b>0%</b>	<b>77%</b>
<b>Key Stage Two (Year 6)</b>		
% Achieving ARE in Reading	<b>75%</b>	<b>79%</b>
% Achieving ARE in Writing	<b>50%</b>	<b>73%</b>
% Achieving ARE in Mathematics	<b>25%</b>	<b>77%</b>

## Key Objectives

To raise achievement and narrow the gap between children from low income and other disadvantaged families and their peers.

To ensure that children are happy and confident at school, provided with pastoral support where necessary.

To ensure that children receive experiences which enable them to achieve the very best outcomes in terms of their academic and personal development.

## Summary of Barriers for Pupils

- Joining part way through their schooling and therefore experience disruption to learning
- Home/school partnerships
- Focus and concentration
- Lower starting points in English and maths
- Readiness to learn
- Self-esteem/confidence
- Relationships and social skills
- Independent learning skills

## Nature of support

- Providing short term intervention programmes for underachieving pupils
- Additional Teaching Assistants in EYFS to enable small group interventions
- Teaching Assistants in Years 1 and 2 to teach phonic groups
- Additional teaching support targeted at vulnerable children, including more able children
- Assessments, advice and support for specific issues and difficulties
- Therapeutic and nurture provision such as Play Therapy
- Transport provision as an emergency measure when urgently needed
- Gifted and talented interventions
- Educational Trips and visits

## Rationale

- Evidence from EEF demonstrates that high quality, structured intervention, both 1:1 and groups, add between 4 and 5 months additional progress per year.
- Oxford SIS research demonstrates that Teaching Assistant support accelerates progress where Teaching Assistants are effectively trained.
- Evidence from EEF demonstrates that phonics intervention adds 4 months additional progress per year.
- Evidence from EEF about additional support in EYFS demonstrates this adds an additional 5 months progress per year.
- Data at St Mary's demonstrates that a significant number of disadvantaged pupils have lower starting points in English and maths so interventions are targeted at accelerating progress

Our aim is to continue to narrow the gaps between all our vulnerable learners which include our pupil premium children.

## Record of PPG Spending by item/project

Item/Project	Cost	Objective	Targeted Outcome/Impact	Evaluation
<b>RWI Phonics (EYFS/Y1/Y2)</b>	£5,730	To enable pupils to be taught in small phonics groups appropriate to the pupils' stage in reading development.	Targeted children make at least expected progress in reading and writing.	93% of pupils passed the Phonics Screening Check at end of Year One. (50% Pupil Premium)
<b>Write Away Together</b>	£1,096	To enable pupils to improve the grammatical accuracy of individual sentences.	Targeted children make at least good progress in writing.	100% of targeted pupils met Age Related Expectations in writing.
<b>Ready Steady Write</b>	£456	To enable pupils to develop fine motor skills necessary to make written progress in all curriculum areas.	Targeted children make good progress in reading, writing and maths per term. They are working within year group expectations.	100% pupils made expected progress.

<b>Individual Readers</b>	£2,143	To accelerate progress and narrow gaps in reading.	Targeted children make good progress in reading per term. In 6 months they make at least 6 months progress.	89% pupils made at least expected progress in reading. 51% of pupils made better than expected progress.
<b>TA to create small nurture groups</b>	£460	To increase pupil confidence so as to increase pupil participation in lessons.	Teaching Assistant observations to reflect reduced passive learning behaviour and increased engagement.	Pupils participate more in lessons. Observations by staff.
<b>Small Group Intervention led by DHT</b>	£5,597	To accelerate progress and narrow gaps in English and mathematics.	Targeted children make good progress in reading, writing and Mathematics. Y2 and Y6 pupils meet ARE in end of Key Stage Assessments.	100% of targeted Pupil Premium Pupils made ARE in reading and writing by end of Y2. 88% of Targeted pupils met ARE in maths by end of Y6.
<b>Additional resources to develop language, listening and reading</b>	£300	To improve language, rhyming and listening skills. To support home learning.	Targeted pupils in EYFS make at least good progress from their starting points. Parents are able to support their child's learning at home.	50% of targeted Pupil Premium Pupils made GLD. 75% of pupils made GLD.
<b>Play Therapy</b>	£3,135	To improve social skills, confidence, self-esteem and the resilience and tools needed to deal with the challenges in their lives.	Behaviour and attitude to learning improves and parents, staff and pupils report that the children feel better as a result of therapy sessions.	Evaluations from parents, pupils and teachers.
<b>After School Clubs</b>	No cost	To enrich the curriculum and breadth of opportunities.	Children enjoy and access opportunities to enrich their achievements.	Identified children attended clubs of their choice.
<b>Maths Whizz Online</b>	£3,065	Additional maths in small groups of children: To accelerate progress	Targeted children will make accelerated progress in maths to meet Age Related	73% of pupils met ARE in Maths and 32% met GDS by end

		and address gaps in knowledge and understanding in maths.	Expectations.	of Y6.
<b>TA to create Time to Talk/ Social Skills Group</b>	£390	To be able to talk through worries to enable greater focus on learning.	Teaching Assistant observations to reflect better focus in lessons. Fewer playground incidents.	Fewer playground incidents. Observations in lessons.
<b>Additional Teaching Assistant in KS2</b>	£1,776	To accelerate progress and address gaps in knowledge and understanding.	To ensure targeted children make good progress in reading, writing and maths per term.	78% pupils in Y6 met ARE in Reading, 40% met GDS. This included a pupil Premium pupil. 83% pupils in Y6 met ARE in writing, 73% pupils in Y6 met ARE in maths. 65% pupils met ARE in RWM compared to 64% nationally.

Evaluation of the impact of Pupil Premium spending shows that:

### 1) For eligible pupils

- Phonics interventions and small group teaching in EYFS and KS1 is enabling pupils to make good progress from their starting points in phonics and reading at the end of key stage one.
- Individual reading interventions are ensuring that pupil reading ages accelerate. The difference between reading age and chronological age is closing as a result of targeted support.
- English intervention groups to support writing, such as Write Away Together, accelerates progress for target pupils.
- Targeted booster sessions for pupils has ensured that the gap in reading between these pupils and their peers is closing.
- Play Therapy and Nurture groups improve pupil resilience and self-confidence so that children are able to make progress in line with their peers, removing barriers to ensure they are able to engage and participate in school life.

## **2) For all pupils**

- Additional TA support in EYFS and KS1 enable children to be group homogenously for phonics according to their stage in reading. As a result of this good progress and attainment in reading and writing is achieved.
- Training and support for Teaching Assistants ensures they are effectively able to accelerate progress for pupils.
- Additional TA support in KS2 enable pupils to receive targeted teaching and intervention. As a result of this, good progress and attainment in reading, writing and maths is achieved, particularly for the higher attaining pupils.

### **Response to Evaluation:**

- Continued support and training for phonics teaching for new staff to ensure accelerated progress for pupils continues.
- Review Interventions for maths in Key Stage Two so that Class Teachers are able to plan and lead sessions that are based on identified gaps from assessment as part of quality first teaching.
- Establish opportunities for nurture/therapy with a focus on promoting pupil wellbeing