



Pupil Premium Funding Expenditure Plan 2017-2018

Number of pupils and pupil premium grant (PPG)	
Total number of pupils on roll	210+ 20 Nursery
Total number of pupils eligible for PPG	25 (+3 N)pupils
Amount PPG per pupil	£1,320(£300=N)
Total amount PPG 2017-18	£33,000

Breakdown of Pupil Premium across the school (Sept 2017)		
Year Group	Number of Pupils	% of Year
Rec	3	10%
1	4	13%
2	3	10%
3	3	11%
4	5	17%
5	3	9%
6	4	13%
Total	25	12%

Objectives of spending PPG
<ul style="list-style-type: none"> • To ensure that pupils eligible for the PPG and their families, are able to access a range of support and additional opportunities, with the intention of reducing the impact of environmental factors on their learning and life chances. • To close the progress gap between PP and non-PP children nationally • To reduce the percentage of PP children below ARE in Reading, Writing, Maths and GPS through addressing their barriers to learning

Barriers to Progress
<p>Analysis of children in receipt of Pupil Premium funding show that there are a wide range of barriers to progress; however, these can be categorised as identified below</p> <ul style="list-style-type: none"> • Attendance- where family circumstances either medical, emotional or financial impact on children's attendance • Financial - where pressures on parents mean that the school assists to ensure children have equal access • Academic - where children have additional needs in their learning such that they do not reach the threshold for EHCP but have needs additional to and different from their peers • Emotional - when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience independence and self esteem • Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school • Identification - ensuring that any eligible family registers for FSM, something which is particularly challenging given UifSM entitlement and pride

PPG spending for 2017-18	
Item/ project	Cost
Increased pupil/teacher or TA ratio, particularly in core areas	£9800

Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager	£4,000
Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster	£2500
Bespoke additional personalised time for vulnerable children with attendance, medical and/or emotional issues and their parents	£3,150 (1/2 day/week of teacher times equiv and DSL times)
Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring	£950
Subsidy for educational visits	£4650
The use of Extrinsic rewards as a short term measure to meet targets for identified learners, which will benefit all children E.g author, theatre sport etc	£3,200
Specific necessary equipment for home use/loan or use in school to support PP children	£1000
Full time attendance for Nursery children across 1 half term equivalent	£5400
Multi sensory resources to support and develop children lagging behind, particularly in reading with additional TA time to administer it	£360+£2000
Total	£33 010

How will we measure the Impact?

The impact of the PP grant will be measured in two key ways:

- Academic achievement in key assessment points, all incorporated children's attainment and achievement will be discussed on an individual basis at Pupil Progress meetings. Findings will be discussed with the PP governor and reported back to the FGB
- Pupil Premium Report by the PP Lead will report on emotional health and wellbeing showing;
 - attendance and lateness records
 - pupil opinion survey on PP and non PP children achievement and self esteem
 - records of attendance on trips and extra -curricular activities
 - records of impact of small interventions on individual and PP groups' resilience to learning, independence and self esteem

Review of Outcomes 2016 2017

Year 1	Phonics Test	National
All	88% pass	81%
PP(3 pupils)	100%	
Non PP(27 pupils)	85% (23/27)	

Year 2	Reading	Maths	Writing	Combined
	% ARE	% ARE	% ARE	
National	76	75	68	
ALL	72%	76%	64%	57%
PP	33%	67%	33%	
Non PP	72%	72%	68%	

Year 6	Reading	Maths	Writing	GPS
	% ARE	% ARE	% ARE	% ARE
National	72%	75%	76%	77%
ALL	77%	77%	83%	88%
PP	50%	50%	50%	50%
Non PP	80%	80%	88%	92%

Comments

All PP children in school are reviewed at least termly, to discuss barriers to progress, to identify individual child's needs and to ensure tailored support is targeted for the child and their family circumstance.

KS1 Disadvantaged pupil performance strengths :

- Percentage of PP Phonics= 100% - this was above the National Non-Disadvantaged figure
- Percentage of PP pupils working at greater depth is higher than National averages in Reading, Writing and Maths at KS1
- Progress rates, from starting points, for almost all KS1, are closing gaps over time, effectively.

The gaps between PP and all other KS1 children are being addressed through:

- embedding the characteristics of effective learning early on in Nursery and Reception, then maintaining high levels of challenge and expectation to continue to improve
- building on high self esteem and self belief, including recognition of personal areas of progress.

KS2 Disadvantaged pupil performance strengths:

- % of Disadvantaged children at KS2 achieving Greater Depth scores in Reading and in Maths exceeded National averages. In Writing it was equal to National averages

The gaps between performances of PP and Non PP pupils in the KS2 SATs 2017, are not indicative of St Mary of the Angels whole school support and attainment for Pupil Premium Children, as the Pupil Premium children made progress in their barriers to learning, but due to some significant additional needs some did not achieve ARE. Evidence indicated good success in appropriate areas for this small group.

In KS2, the gap between SMA PP pupils and the National average for Non-PP whilst reducing since last year, is still indicating that we are below national average expectation. This is being addressed by the following across 2017/18:

- Engagement and resilience awareness continues to be targeted for all children to challenge barriers presented from home circumstances and emotional needs across the school, appropriately.
- All teachers have a good understanding of the PP children in the class and the interventions/opportunities they are receiving
- All children have access to online resources – all PP children have additional IT equipment offered.
- Booster support classes identify children who are in need of catch up programmes
- Attendance continues to be targeted and addressed; it is impacting successfully on attendance across the school and reducing Pupil Premium gaps over time.

2016 2017 Summary of spending and progress measures:

Progress is tracked from the end of Reception, and the end of Y2. However, in some cases, where

children have made clear progress between years, which is evident through their work, this is also acknowledged as expected or accelerated progress, at St Mary of the Angels.

At St. Mary's, as a whole group, with continued increased challenge in 2017 assessment procedures, pupils in receipt of Pupil Premium in 2016 2017 made the following progress:

- 82% made at least expected progress in Reading across the year (10% higher than in 15/16).
- 72% made at least expected progress in Writing across the year. (4% higher than in 15/16).
- 72% made at least expected progress in Maths across the year (the same as findings in 15/16)
 - Of the group, 20% also have Special Educational Needs, which are factored into their learning.
 - Other impact was increased attendance and punctuality for 52% of this small group. This is a 15% increase on improvements in attendance from 15/16.