Pupil Premium Strategy 2017 -2018 – reviewed

**Amount of pupil premium funding received 2017 – 2018**

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| --- | --- | --- | --- |
|  | **Number of pupils eligible** | **Total PPF received** | **Actual Monies Spent** |
| **2017 – 2018** | 45 | 61,580 |  |
| **2016 - 2017** | 41 | 57,460 |  |
| **2015 - 2016** |  | 55,520 (+ 9924) brought forward totalling = 65444 |  |
| **2014 - 2015** |  | 55,528 |  |

**Identified barriers to educational achievement**

St Marys School have identified the following barriers for some children who are currently in receipt of Pupil Premium:

* Access to extra-curricular activities – educational experiences such as trips, music lessons
* The increasing number of pupils who are in receipt of pupil premium and are on the schools Special educational needs register (currently 45%). 66.6% have needs related to cognition and learning and 66.6% have needs related to social, emotional and mental health.
* Engagement in extra –curricular clubs remained at the lower end with less than half FSM children attending after school clubs 2016-2017
* Reception class 50% Pupil Premium and SEN in Autumn 2017

**Rationale for expenditure**

As identified in the 2016-2017 impact statement the majority of children in receipt of pupil premium funding made inline progress across the curriculum areas. Accelerated progress is now required for PP pupils in receipt of FSM in Maths throughout the school. In order to address this need and the identified barriers St Marys School have allocated the Pupil Premium funding in the following way to raise attainment and achievement of disadvantaged children to at least expected progress through:

* Academic
* Enrichment/Engagement
* Well being

**Key expenditure – Proposed summary of spending**

|  |  |  |  |
| --- | --- | --- | --- |
| **Supporting the whole child** | **Area** | **Focus** | **Total allocation** |
| Academic | * Provision to raise literacy and numeracy attainment and accelerate progress * Personalised learning support | 43531 |
| Enrichment/Engagement | * Enhanced/improved cultural capital – trips, activities, uniform, extra curricula activities * Increasing parental engagement | 5100 |
| Well being | * Providing social and emotional support/interventions – Thrive/nurture/ breakfast club * Building self-efficacy * 1:1 Thrive Support * Development of TIS | 12947 |

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| --- | --- | --- | --- |
|  | **Area of spend** | **Intended outcomes – why approaches were taken** | **Action** |
| Academic | TA support focused interventions.  HLTA Inclusion Co-ordinator | * Improved learning outcomes in reading, writing, maths and GLD in EYFS * 1:1 and/or small groups intervention planned to cater for individual needs. * Support within lessons to improve understanding. * Consolidation of learning completed in class * Focus on Reception class with targeted PSED, CCL work | * Regular communication between class teacher and TAs * TAs receiving regular updates on PP children at weekly TA meetings. |
| Part Funding Educational Psychologist | To provide support as required | * Accurate assessments * Clearly identify barriers and support planning for provision |
| Reception class - supporting high proportion of SEN and PP | Improve ELG outcomes from starting points PSED/PD/Communication and Language |  |
| Review  TA focused group intervention data :   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Focus | Children | Progress Made | | | Comments | |  |  | R | W | M |  | | Phonics |  | 0 | 1 |  | 75% made more than expected progress in reading  100% made progress in writing with 50% making expected or more progress. | |  | 3 | 1 |  | |  | 2 | 2 |  | |  | 2 | 3 |  | | Reading |  | 5 | 5 |  | 100 % have made expected progress with 60% making more than expected progress. In writing.  100% made progress in reading with 40% making more than expected progress. | |  | 3 | 3 |  | |  | 2 | 4 |  | |  | 2 | 2 |  | |  | 2 | 2 |  | | HFW/Spelling |  | 3 | 3 |  | 100% made progress in reading and writing with 50% making more than expected progress. | |  | 2 | 2 |  | |  |  |  |  | |  |  |  |  | | Maths Pre teach |  |  | 2 |  | 100% made expected progress | |  |  | 6 |  | |  |  | 2 |  | |  |  | 2 |  | | Sentence work |  | 1 | 1 |  | 100% made progress with 50% making expected progress in reading and writing. | |  | 2 | 2 |  | |  | 1 | 2 |  | |  | 3 | 1 |  |   Renfrew Language Scales were used to attain the progress made in Reception Class 2018 of those children involved with the intensive Nelly Speech and language programme. Below tables show the positive difference the intervention has made for a focused group of children and the resulting diminishing gab between there chronological age and speech and language scores:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Tested 11/1/18 | Age at testing | Word finding Vocabulary Test |  | Action Picture test  Information | Action Picture  Test  Grammar | | Name |  | Age Equivalent | Diff | Actual  Score | Actual  Score | |  | 4.11 | 3.9 | 1y2mths | 18 | 13 | |  | 5.3 | - 3.3 |  | 18 | 11 | |  | 4.8 | 3.11-4.1 | 9mths | 23.5 | 16 | |  | 5.1 | 3.11-4.1 | 1yr1mth | 13 | 13 | |  | 5.3 | 3.8 | 1y7mths | 26 | 21 | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | |  | Diff  Jan 18 | Diff  June 18 | | Name | |  | 1y2mths | 10mths | |  |  | 2years | |  | 9mths | 5mths | |  | 1yr1mth | 6mths | |  | 1y7mths | 11mths | |  |  |  |   During this academic year Pupil Premium Funding has allowed for an Education Psychologist to work with individual children in order to complete accurate assessments which has supported the school to clearly identify barriers and support planning for provision. This academic year the Education Psychologist worked with 6 children who were all in recite of Pupil Premium funding.  2107 -2018 Receptions class had a high percentage of children in recite of PP funding compared to previous year. The below shows the percentage of children gaining a GLD at the end of the year:  C:\Users\ehope\Downloads\Attainment Overview for Pupils (from 2017-2018) in class Reception, who are pupil premium - 2017-2018 Summer 2 - Main Assessment (1).png | | | |
| Enrichment/Engagement | School trips and residential subsidised to ensure access for all pupils | * Raise aspiration, motivation and engagement. Develop individual self – efficacy * Pupils are able to participate fully on school trips * Learning is supported by trips to enhance the learning experience leading to improved academic achievement * Social skills, independence, preservice are developed through school trips. | * HT to liaise with parents regarding funding available * Available funding is noted on initial letters home about trips. |
| Forest schools weekly sessions to focus a range of individual needs | * A wide range of needs addressed such as self-confidence, communication and corporation. | * Meetings held with forest school team and staff to carefully choice the most suitable pupils |
| Monies available to support children in their choice of Music tuition | * Talent, skills and efforts in non – academic areas are celebrated and self-confidence is increased. |  |
| Review  All school trips and residential trips (Carnyorth /Porthpean /Eden) were subsidised for children in recite of Pupil Premium. All Pupil Premium children attended all day trips and residential trips apart from 1 child who not did attend a residential trip due to family circumstances.    Pupil Premium funding allowed for a focused group of children to participate in weekly forest schools activities. This was then extended to include a further 5 weeks. 4/5 children who attended the session were in recite of PP funding. All children who participated in this made improvements in relation to self-confidence, communication and cooperation. A forest school transition project was also secured for children in year 6 3/5 children who attended this towards the end of the summer term and into the summer holidays were in recite of PP funding.  Pupil Premium funding has also been sued to support children with instrumental lessons. Although children currently on FSM receive free tuition, two service children received free tuition and the school also provided instruments to use free of charge for 5 PP children. This has enabled children to develop musical skills. These children all took part in the School Annual Chance to Shine concert. | | | |
| Well being | Funding for attending breakfast club. Breakfast club is subsidised 100% for FSM children. | * To provide a range of opportunities and equal access for all children and to promote healthy active lifestyles * To promote good attendance | * Inform parents that PP children can attend breakfast club at a subsidised cost. * Purchase of activities, games to support engagement during breakfast club. |
| Thrive Approach being used and the development of moving to a TIS | * 1:1/small group work focusing on thrive activities | * Thrive TA employed specifically to target this area. |
| Review  A focused group of children have been receiving 1:1 sessions with a qualified TIS/Thrive practitioner. The results of which have been extremely beneficial and improvements can be seen not only in informal summative assessments but also formal assessments as the table next shows.   |  |  |  |  | | --- | --- | --- | --- | |  | Expected or Above Progress | | | |  | R | W | M | | 2018 | 60% | 33% | 83% | | 2017 | 33% | 33% | 60% |   Breakfast club is subsidised 100% for children in recite of PP funding. | | | |

**How will the school measure the impact of Pupil Premium?**

At St Mary’s school we have rigorous monitoring measures in place to track progress on attainment. Data is input continuously by class teachers and the collated half termly by members of the senior leadership team. The usual cycle of data collection will continue throughout the year with termly in-depth cohort tracking. This will be used to inform pupil progress and allow for early identification of need, support and appropriate intervention. Review meetings with parents of children eligible for PP take place termly. In these meetings parents, children and teachers decide on targets to move learning forward. Termly meetings with the Pupil Premium Governor allow for the governing body to be firmly involved in the pupil premium funding process.

**Pupil Premium Coordinator-** Mrs E Hope

**Pupil Premium governor -** Rev. S. Yates

**Date of next pupil premium strategy reviews:**

Termly PP Governor meetings/regular Leading Learning team pupil premium strategy meetings