

Pupil Premium Strategy 2016 -2017

Amount of pupil premium funding received 2016 – 2017

	Number of pupils eligible	Total PPF received
2016 - 2017	41	58,335
2015 - 2016		50,900
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%). 77.7% have needs related to cognition and learning while 66.6% have needs related to social, emotional and mental health.
- Engagement in extra –curricular clubs

Rationale for expenditure

As identified in the 2015-2016 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 year 3 reading and years 2-6 writing. 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

	Area	Focus	Total allocation
Supporting the whole child	Academic	<ul style="list-style-type: none"> - Provision to raise literacy and numeracy attainment and accelerate progress - Personalised learning support 	38,326
	Enrichment/Engagement	<ul style="list-style-type: none"> - Enhanced/improved cultural capital – trips, activities, uniform, extra curricula activities - Increasing parental engagement 	3,000 resources 17,009
	Well being	<ul style="list-style-type: none"> - Providing social and emotional support/interventions – Thrive/nurture/ breakfast club - Building self-efficacy 	

	Area of spend	Intended outcomes – why approaches were taken	Action
Academic	TA support in class and for focused interventions	<ul style="list-style-type: none"> - Improved learning outcomes in reading, writing and maths. - 1:1 and/or small groups intervention planned to cater for individual needs. - Support within lessons to improve understanding. - Pre-teaching to pre pare children for future learning - Consolidation of learning completed in class 	<ul style="list-style-type: none"> - Regular communication between class teacher and TAs - TAs receiving regular updates on PP children at weekly TA meetings.
	Funding for learning resources	<ul style="list-style-type: none"> - Improve reading outcomes 	<ul style="list-style-type: none"> - Trail 'Reading Wise' intervention scheme and implement across school.

Enrichment/Engagement	School trips and residential subsidised to ensure access for all pupils	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - A wide range of needs addressed such as self-confidence, communication and corporation. 	<ul style="list-style-type: none"> - Meetings held with forest school team and staff to carefully choice the most suitable pupils
	Monies available to support children in their choice of after school clubs	<ul style="list-style-type: none"> - Social skills are developed through the participation in a range of clubs provided by the school and external providers. - Pupils enjoy the experience at being at school and feeling part of the school community. - Talent, skills and efforts in non – academic areas are celebrated and self-confidence is increased. 	<ul style="list-style-type: none"> - Termly analysis of number of pupils attending clubs - Children’s voice is heard as to their interests and available clubs
	Monies available to support children in their choice of after school for Music tuition	<ul style="list-style-type: none"> - Talent, skills and efforts in non – academic areas are celebrated and self-confidence is increased. 	-
Well being	Funding for attending breakfast club	<ul style="list-style-type: none"> - To provide a range of opportunities and equal access for all children and to promote healthy active lifestyles - To promote good attendance 	<ul style="list-style-type: none"> - 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 throughout the school	<ul style="list-style-type: none"> - 1:1/small group work focusing on thrive activities 	

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 SLT pupil premium strategy meetings