



# Pupil Premium Strategy Statement

# 2017-18

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Summary of information for Pupil Premium at St Mary's CE Primary School including; Barriers to future attainment and outcomes , success criteria and current spend for October 2017 and overall spending of Pupil Premium 2017-18. Includes pie charts and bar graphs at the end of the document.



## Pupil Premium Strategy Statement 2017-18

| 1. Summary information: St Mary's CE Primary School |   |  |
|---|---|--|
| Academic Year:<br>2017/18                           | Total Pupil Premium Budget: <b>£372,452.50</b>  | Date of most recent Pupil Premium Review: September 2016 – September 2017<br>Headteacher, Jenny McGarry is a Pupil Premium reviewer<br>Reviews are on-going through pupil progress meetings and SLT discussions. |
| Total number of pupils: 450                         | Number of Pupils eligible for Pupil Premium: 275<br>LAC children entitled to Pupil Premium: 1 | Date for next Strategy Review:<br>Dec 17 during pupil progress reviews   |

## 2. External Challenges

Workless-ness and poverty

Parental well-being and vulnerability

Parental literacy in English

High % early acquisition EAL children

High % of Ever 6 FSM children

High levels of SEMH need for children across all key phases

Asylum seeking and refugee families with SEMH challenges

## 3. Barriers to Future Attainment

High percentage of EAL children at early stages of language acquisition in EYFS and KS1 and poor spoken English in English speaking children

- Literacy levels in home language are low including speaking
- Interaction and communication is not to a standard to impact positively on outcomes
- No culture of reading/writing at length, at home
- Surveys show home culture not strong – stories/poems/rhymes etc

## Social and economic factors-including life experiences and deprivation

- Domestic violence
- Debt
- Housing and eviction
- Poor incomes or benefits
- Increased use of food banks
- Shifting family dynamics

## SEMH support to create the best conditions for learning

- Impact on child well being from above
- Behaviour challenges
- Full play therapy list

## Children accessing digital equipment and high quality resources to be effective learners.

- Digital gap is increasing between our children and their more affluent peers
- Use of high quality equipment or apps is limited
- Supervision is not secure and parental control is not consistent

| 3. Outcomes  | Success Criteria   |
|--|--|
| What is the content?   | What will success look like?   |
| <p>A. High percentage of EAL at early stages of language acquisition in EYFS<br/>           Inconsistent access to cultural and positive life experiences<br/>           Very low baselines on entry</p> | <p>70+% achieving GLD: to push through past 70% - achieved 80%</p> <p>Parents engaged in supporting pupils.<br/>           High levels of engagement in “Tapestry” online with parental participation.<br/>           Children accessing life experiences: trips, visits, visitors with parents sustaining this out of school.</p> |

| <b>What is the content?</b>                               | <b>What will success look like?</b>  |
|---|--|
| B. Social and economic factors-including life experiences | All children accessing quality school trips and experiences and after school provision.                                      |
| C. CPD and Boosters                                       | 100% of all pupils make expected progress (as defined by school) in both stages in reading, writing and maths.               |
| D. SEMH needs (emotional health)                          | Pupils make expected progress (as defined by school) from their starting points on entry in reading, writing and mathematics |

| <b>3. Outcomes</b>   |  | <b>Success Criteria</b>  |
|--|--|--|
| <b>What is the content?</b>  |  | <b>What will success look like?</b>  |
| E. Children having the necessary equipment to be effective learners. |  | All children accessing a broad and balanced curriculum   |
| <b>4. External barriers</b>  |  |  |
| F. Poor home learning  |  | Support with reading and basic skills provided by school. Opportunity to complete homework in school provided. |
| G. Parenting skills  |  | Families identified and put forward for parenting courses as appropriate                                       |

| <b>5. Termly Review</b> |            |           |
|-------------------------|------------|-----------|
| December 2017           | March 2018 | July 2018 |

| <b>6. Attainment of Year 6 pupils</b>                               |   |            |
|---|---|------------|
| Headline Measure  | Pupils eligible for Pupil Premium at St Mary's: |            |
| % achieving national standard in reading, writing & maths           | 2016 51%  | 2017 74%   |
| % achieving the higher standard in reading, writing and mathematics | 2016 0%   | 2017 14%   |
| pupils' progress score in reading                                   | 2016 -0.1 (average)                             | +1.3       |
| pupils' progress score in writing                                   | 2016 0.1 (average)                              | +3.3       |
| pupils' progress score in mathematics                               | 2016 1.2 (average)                              | +3.0       |
| pupils' average scaled score in reading                             | 2016 100  | 2017 102.6 |
| pupils' average scaled score in mathematics                         | 2016 100  | 2017 105.1 |

## Pupil Premium 2017/18 Expenditure

|                        |     | £       | £                 |
|------------------------|-----|---------|-------------------|
| Total Pupils           | 275 | 1320.00 | 363,000.00        |
| Total LAC - April 2017 | 1   | 1900.00 | 1,900.00          |
| Early Years (TBC)      | 25  | 302.10  | 7,552.50          |
| <b>Total</b>           |     |         | <b>372,452.50</b> |

| Salaries | Description     | Current Spend as at October 2017 (estimated) | Overall cost |   |
|----------|-----------------|--|--------------|---|
| Staff    | Pastoral Leader | £30,200                                      | £47,360.00   | Pastoral Lead supports vulnerable families and is part of the Early Help Team. The impact is that children are safer and attending better and parents are supported in helping school do this. Challenges listed earlier are being tackled quickly and effectively  |
| Staff    | Walking Bus     | £2,900                                       | £4,298.00    | Impact is that any child who is struggling to attend can be picked up from home on one of 4 routes across the estate. Children from the most vulnerable families, or families who are trying to stay in employment, can get to work on time or can ensure the best start for their child. Children on walking bus are 100% attenders. Trend is continuing upwards on attendance based on LA data. |

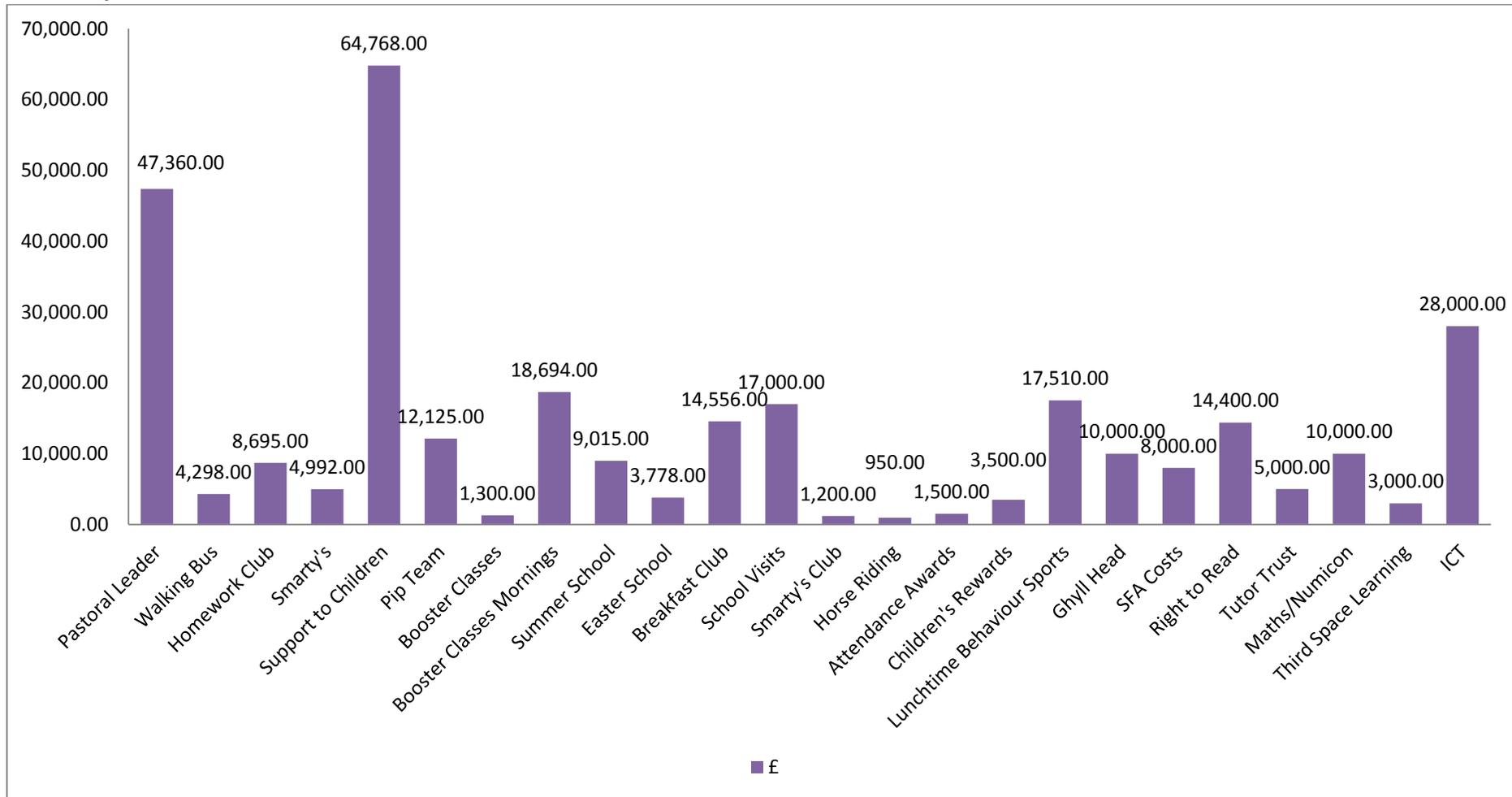
|       |                     |                            |            |   |
|-------|---------------------|----------------------------|------------|---|
| Staff | Homework Club       | £3,500                     | £8,695.00  | The impact of Homework Club is that vulnerable children and children from low income families have the best supervision till 6 o'clock. The children learn to problem solve, work together, ICT, do homework from class   |
| Staff | Smarty's            | £1,100                     | £4,992.00  | The impact of smartys is on social and emotional development as well as life skills. Children learn to plan financially, organise trips, socialise, communicate and develop healthy lifestyles. Children grow in maturity and develop exemplary behaviour. This is a life skills intervention. It is for the most challenged children in KS2. This has improved outcomes and behaviour for all the children who take part. Reduction in potential fixed period exclusions. This is decided at Pupil Progress meetings |
| Staff | Support to Children | £32,000                    | £64,768.00 | Support to Children -(James and Neil) - James is a Play Therapist and supports children as part of his salary. The impact has been with the most challenging children many of whom have suffered domestic abuse in the home. This has ensured expected and good and outstanding progress for the children and includes work with parents.   |
| Staff | Pip Team            | £12,125 – this has changed | £12,125.00 | PIP worker ensures swift early help and is key in de-escalating the issues for families facing challenges which will impact on learning.  |

|                           |                          |         |                    |   |
|---------------------------|--------------------------|---------|--------------------|---|
| Staff (teachers)          | Booster Classes          | £900    | £1,300.00          | The impact of boosters is that children make expected and better progress from their starting points The Year 6 and Year 2 class have Maths and Writing boosters. Children have made expected + in all subjects and most have accelerated progress. Year 2 have had Numeracy boosters and writing boosters after school. The impact is that 100% of Year 2 who attended made ARE                          |
| Staff (TA's)              | Booster Classes Mornings | £14,600 | £18,694.00         | Morning boosters were attended by Year 6 INA (International New Arrivals) and children who needed support in reading and writing. Year 2 children at below ARE also had morning boosters. All children in the boosters have hit the expected outcomes for their age.  |
| Staff                     | Summer School            | £9,015  | £9,015.00          | Children do very little over the period of the summer, academically. This results in children falling behind over the 6 weeks. Children in ALL Summer schools were able to show similar and higher attainment on return to school rather than a regression which was the case before the intervention. We added a safeguarding aspect to Summer School for those high attainers who were also vulnerable. |
| Staff                     | Easter School            | £3,778  | £3,778.00          | TO BE DETERMINED  |
| Staff                     | Breakfast Club           | £6,100  | £14,556.00         | This ensures a good start to the day for all children who attend. There are lots of reasons to come to school. Impact is that attendance is close to 97%.5th highest in the city.   |
| <b>Total for salaries</b> |                          |         | <b>£189,581.00</b> |   |

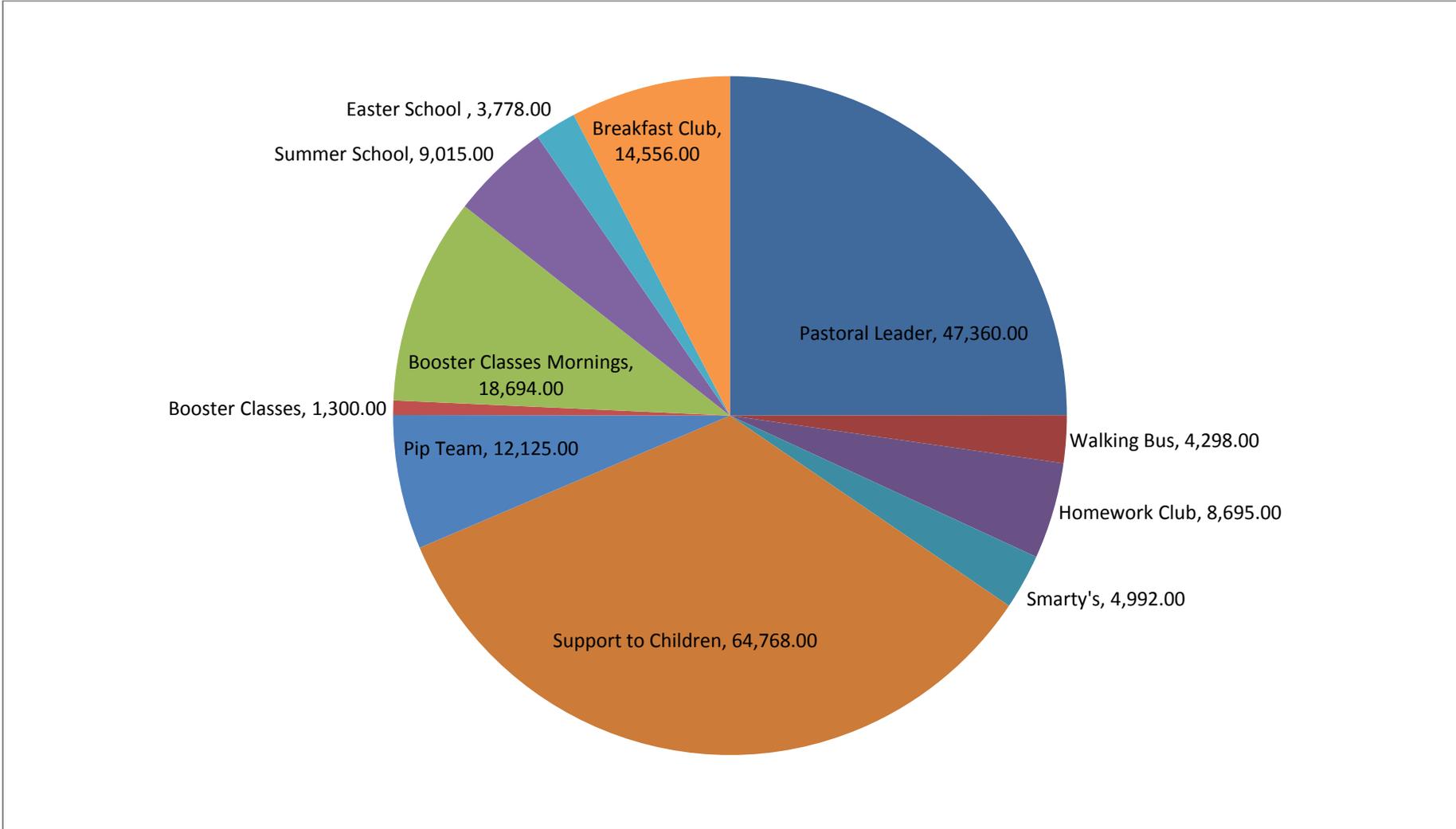
| Subject                    | Current Spend as at October 2017 | Overall cost |   |
|----------------------------|----------------------------------|--------------|---|
| School Visits              | £8,413                           | £17,000.00   | School visits are impacting on the broad and balanced curriculum. Children are better able to communicate, use their imagination, extend their vocabulary and improve their academic achievement in writing and other subjects. |
| Smarty's Club              | £317                             | £1,200.00    | To improve team skills, problem solving, independence, resilience, life skills, enterprise skills.  |
| Horse Riding               | £560                             | £950.00      | To improve team skills, problem solving, independence, resilience, life skills, enterprise skills.  |
| Attendance Awards          | £664                             | £1,500.00    | This investment is key in delivering outstanding attendance. Children learn by earning rewards for good class and individual attendance they can put them towards trips and treats  |
| Children's Rewards         | £388                             | £3,500.00    | To ensure excellent behaviour and learning behaviour as a result this is outstanding.   |
| Lunchtime Behaviour Sports | £8,400                           | £17,510.00   | This is to ensure that children are healthy and stimulated and impacts the ability to get straight onto lessons after lunch   |
| Ghyll Head                 | £4,000                           | £10,000.00   | To improve team skills, problem solving, independence, resilience, life skills, enterprise skills.  |
| SFA Costs                  | £6,391                           | £8,000.00    | SFA has an impact on reading across school and continues to need reinvestment in resources and training - we have invested in reading for pleasure for all the children.  |

|                          |         |                    |   |
|--------------------------|---------|--------------------|---|
| Right to Read            | £14,400 | £14,400.00         | This investment is to support and accelerate the progress of children for whom SFA doesn't give the progress expected. Children catch up and make excellent progress in this intervention. We will be investing more in this area. We didn't fund EAL group as it had little impact                                   |
| Tutor Trust              | £2,177  | £5,000.00          | This is yet to be determined after pupil progress. We may use with greater depth children to enrich their learning.   |
| Maths No problem         | £9,333  | £10,000.00         | This investment is in CPD and resourcing for Mastery in Maths . The impact has been a strong upward trend in Maths attainment in all year groups Key stage 1 results are outstanding as cohort lowest in Reception with 27% GLD – Above average progress in Maths 2017  |
| Third Space Learning     | £995    | £3,000.00          | This is a very successful intervention for children who are average to lower ability. The 1-1 contact and computer based approach is appealing to lower average boys.   |
| ICT                      | £28,000 | £28,000.00         | This investment is in closing the digital gap for disadvantaged pupils. ICT is supporting pupils in the curriculum and cross curricular work. Curriculum investment has begun as we are well equipped in terms of hardware. This year we have invested in better classroom boards and APPS for fluency and assessment |
| <b>Total for subject</b> |         | <b>£120,060.00</b> |   |
| Total Expenditure        |         | £309,641.00        |   |
| Income                   |         | £372,452.50        |   |
| <b>Balance</b>           |         | <b>£62,812</b>     | The remaining balance will used on: Morning Boosters for more children through school, more children in summer school, increased play therapy and intervention. A breakdown of this expenditure will be published in April 2018.  |

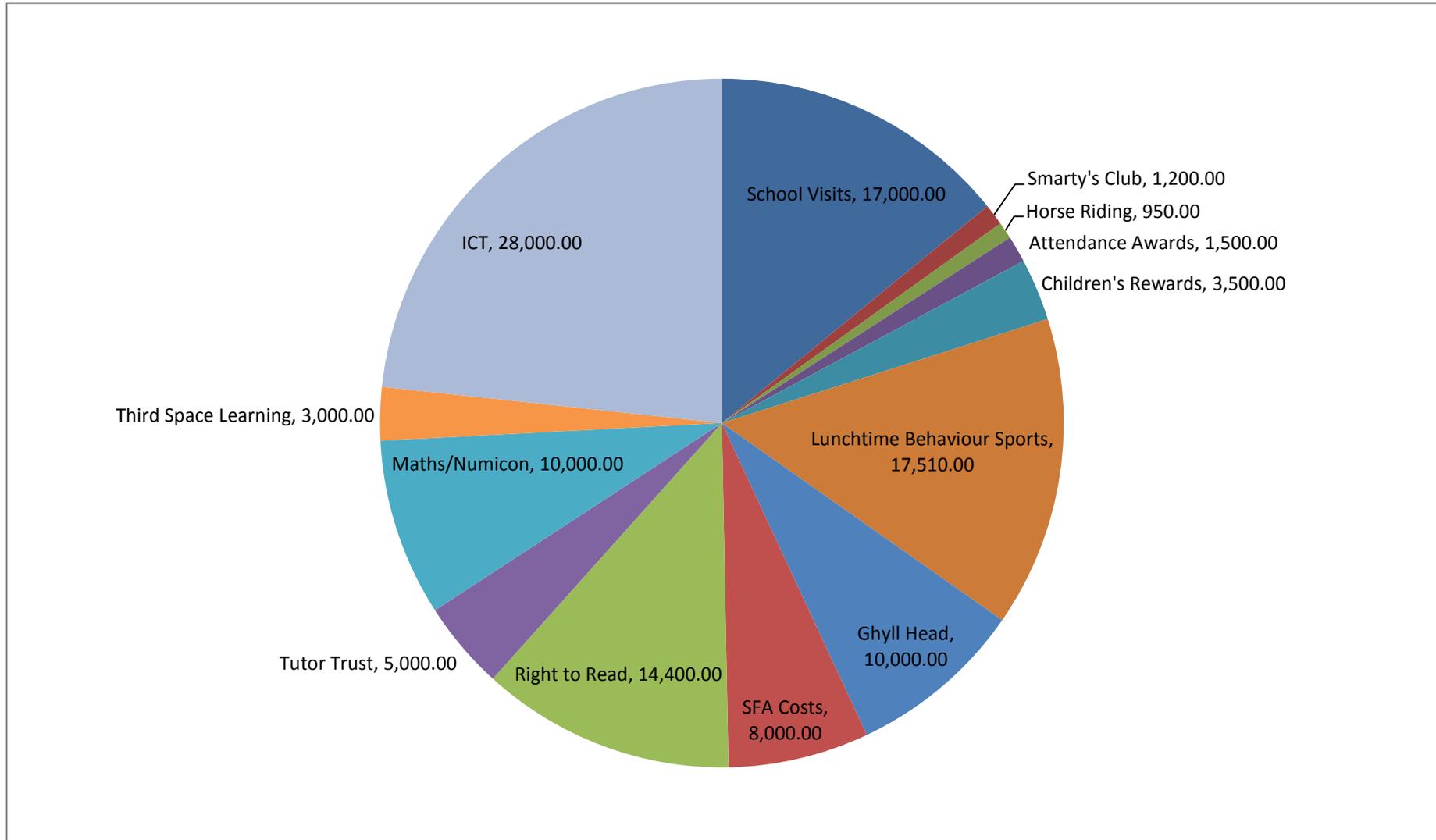
# All Expenditure



# Salaries and Description



# Subject areas



### **Outcomes for pupils: evaluation and supporting evidence**

Make specific reference to pupil groupings including CLA, disadvantaged, SEN and overarching ethnic groups. Comment on the progress made by disadvantaged pupils from their starting points, especially the most able. Consider the progress made by the end of the key stage compared with that made nationally by other pupils with similar starting points & the extent to which any differences are diminishing.

#### **Analysis and evaluation of 2016/17 outcomes for EYFS**

The percentage of pupils achieving or exceeding their ELGs (Early Learning Goals) and achieving a GLD is 80%. This is above the NA 71% 2017. 81.5% of girls achieved a GLD. Boys performed less well than girls with 62.5% achieving a GLD. 85% of FSM 6 pupils achieved a GLD and 87% of EAL pupils achieved a GLD.

Overall the percentage of pupils achieving a 'good level of development' by achieving or exceeding in all prime learning goals and Literacy and Maths i.e. their Early Learning Goals, at 80% is a considerable improvement on 2016 outcomes and is above the NA. On entry data in 2015 records that a large number of pupils were considerably below age related expectations for Literacy, Numeracy and PSE. 8% were on track in CLL, 0% in number and 2% in Managing feelings and behaviour. The school tracking of pupils records outstanding overall progress over childrens two years in the FS.

#### **Analysis and evaluation of 2016/17 outcomes for KS1**

91.5% of Y1 pupils achieved the required standard in the phonics test. This is above the NA of 81%. School outcomes have improved slightly on 2016.

The percentage of Y2 pupils achieving the EXS (expected standard) in Reading was 68%, in Writing 73%, in Maths 80% and in Science 86%. Subject outcomes have declined on 2016 results and Reading is below the NA. Science, Writing and Maths remain above the NA. 75% of girls and 61% of boys achieved the expected outcome in Reading. Boys are below the NA for Boys in Reading. In Writing 79% of girls and 68% of boys achieved the expected outcome. Boys and girls are above the NA for Writing in their group. In Maths 86% of girls and 74% of boys achieved the EXS. Boys are in line for their group whilst girls are above.

67% of FSM pupils achieved the expected outcome (EXS) in Reading, 71% in Maths and 75% achieved the EXS in Writing. These are above NA in all subjects for this group of pupils and below non-FSM pupil outcomes. 61% of EAL pupils achieved the expected outcome in Reading, 67% in Writing and 78% in Maths. These are above the NA for this group of pupils in all subjects. The percentage of pupils achieving the HS (higher standard/greater depth) is 14% in Reading, 5% in Writing and 17% in Maths. These outcomes are below the NA for HS in all subjects and broadly in line with 2016 outcomes.

The % of pupils achieving the EXS in Reading, Writing and Maths combined is 67%. This is above the NA (64%) for achieving the expected standard for combined and is in line with last years outcome (66%) for RWM combined. 65% of this cohort of pupils achieved a GLD outcome in 2015 (NA 66%). Pupil progress data end of FS- end KS1 indicates that pupil progress has kept pace overall and that there is some further improvement.

#### **Analysis and evaluation of 2016/17 outcomes for KS2**

The % of pupils achieving the EXS (expected standard) in Reading, Writing and Maths combined is 73%. This is above the NA (61%) 2017 and a considerable increase on 2016 outcome of 56% for RWM combined. The % of pupils achieving the expected standard in Reading was 75%, in Writing 80%, in Maths 83%, and in GPS 85%. All outcomes are above the NA 2017. Girls outcomes at 71% for RWM combined are above the NA (65%) for girls, for all pupils (61%) and below St Marys Boys. Boys outcomes at 77% for RWM combined are considerably above the 57% NA 2017 for boys and above the NA for all pupils. FSM pupil outcomes at 68% for RWM combined are above the 47% NA 2017 for this groups of pupils.

|   |            |
|---|------------|
| <p>EAL pupil outcomes at 74% for RWM combined are above the NA 2017 for this group of pupils. FSM and EAL pupils are also above the NA for all pupils. Pupils ASS (average scaled score) in Reading at 102.6 is below the national average of 104.0 (2017). Pupils ASS (average scaled score) in Maths at 105.1 is above the national average of 104.0 (2017). Pupils GPS ASS at 106.3 is in line with the NA of 106.0 2017. All ASS scores have improved on 2016.</p> <p>The percentage of pupils achieving the higher standard is 17% in Reading, 22% in Writing, 29% in Maths and 29% in GPS. Outcomes are above the NA for the HS/GD for Writing and Maths. In RWM combined 14% of all pupils achieved the HS. This is above the NA of 9%. 13% of FSM &amp; 9.5% of EAL pupils also achieved the HS.</p> <p>Overall, progress data shows that children have made good gains from end KS1. With 73% of pupils achieving the EXS in RWM combined, the school is above the 65% floor standard. All subjects are above the floor standard for progress with +1.3 for Reading, +3.3 for Writing and +3.00 for Maths. All subject progress scores have improved on 2016. Disadvantaged pupils outcomes for progress with +1.55 for Reading, +3.84 for Writing and +3.14 for Maths are also considerably above the floor target.</p> |            |
| <p><b>Outcomes for pupils: Summary statement by QA professional – comment on the robustness of the school's self evaluation processes and the range of evidence used by the school, to reach their SEF judgement. Make specific reference to whether the school has met the 'coasting' definition for 1 year / 2 consecutive years / 3 consecutive years</b></p> <p>The SLTs self-evaluation practice includes regular evaluation of teaching pedagogy, teaching interventions and pupils learning outcomes. From these processes the schools overall evidence base for making judgements on how well pupils are making progress in comparison with all pupils nationally is both robust and rigorous. Overall, pupil progress and attainment results at the end of FS, KS1 &amp; KS2, and the schools tracking of pupil progress in Y1, Y3, Y4 &amp; Y5, indicate that the schools processes for analysing how well teaching strategies and teaching support have impacted on pupils progress, are extremely well led and managed by school Leaders and the GB. There is no evidence of coasting against the DfEs overall criteria. The schools judgement of 'outstanding' for pupil progress and outcomes remains sound.</p>  |            |
| <p><b>School self evaluation judgement</b></p>  | <p>O</p>   |
| <p><b>QA professional (Based on the evidence seen are you able to confirm the schools judgement?)</b></p>   | <p>Yes</p> |

