



## Pupil Premium Impact of Spending 2017-18

**Total of Pupils on Roll: 284**

**Number of students eligible for Pupil Premium: 72**

**Total Pupil Premium Budget: £92,240**

### Evidence of school performance

*'An area that I looked at was the school's provision for disadvantaged pupils. These pupils' needs are closely considered by leaders and the inclusion team focuses specifically on this group, alongside other groups. Their academic progress is carefully monitored and where issues are identified, support is provided. Thanks to the strong work of the leaders overseeing this team, this support is varied, to meet pupils' needs closely. The focus may be on extra support for mathematics, or English. It may be more focused on supporting pupils' behavioural needs, or their attitudes to learning. However the pupils are supported, it is working to develop these pupils well to ensure that the gaps in attainment between disadvantaged pupils and their peers are diminishing.'*

*'One focus during the inspection was to check pupils' progress at key stage 2. This has improved well in recent years, especially for disadvantaged pupils...The work you have done to ensure that teaching is challenging and engaging means that all groups of pupils, including disadvantaged pupils, are challenged and supported well and work hard. This helps them to reach their potential across the curriculum and especially in reading, writing and mathematics.'* **OFSTED2018**

### Pupil Premium Review 2017-18 Official Results

#### Foundation Stage

	2018	2017	Difference	Impact
GLD	20%	57%	-37%	1 out of the 5 children achieved a GLD. One of the children who did not reach GLD also has SEN. In 2018, the proportion of our disadvantaged children achieving GLD in EYFS has declined. This will be a focus for improvement next year.

#### Year 1 Phonics

	2018	2017	Difference	Impact
Phonics Screening Pass	67%	54%	+13%	As a result of high quality teaching, addressing barriers to learning and targeted interventions, the percentage of disadvantaged children passing their phonics screening has increased by 13%.

### Key Stage 1 Pupil Premium Attainment 2017/18

	End of EYFS 2016 (14 PP pupils) (20 other pupils)			End of KS1 2018 (15 PP pupils) (24 other Pupils)				Difference EXP +
	EME	EXP	EXC	Pre KS	WTS	EXP	GDS	
PP Reading	64%	36%	0%	13%	40%	20%	27%	+10%
Other Reading	25%	65%	10%	4%	13%	58%	25%	+8%
PP Writing	64%	36%	0%	13%	47%	33%	7%	+4%
Other Writing	25%	70%	5%	4%	17%	66%	13%	+4%
PP Maths	57%	43%	0%	7%	40%	46%	7%	+10%
Other Maths	20%	70%	10%	0%	13%	66%	21%	+7%

### Comparison Data - Key Stage 1 Pupil Premium Attainment 2016/17

	End of EYFS 2015 (10 PP pupils) (25 other pupils)			End of KS1 2017 (12 PP pupils) (29 other Pupils)				Difference EXP +
	EME	EXP	EXC	Pre KS	WTS	EXP	GDS	
PP Reading	50%	50%	0%	25%	17%	58%	0%	+8%
Other Reading	36%	44%	20%	10%	16%	48%	24%	+8%
PP Writing	50%	50%	0%	25%	25%	50%	0%	0%
Other Writing	36%	52%	12%	10%	21%	52%	17%	+5%
PP Maths	50%	50%	0%	25%	25%	50%	0%	0%
Other Maths	32%	60%	8%	10%	10%	56%	24%	+12%

In 2018, 10% more disadvantaged children reached ARE in reading when compared to their EYFS results. This is an overall increase of 4% from the previous year.

In writing, 4% more disadvantaged children reached ARE when compared to their EYFS results. This is an overall increase of 4% from the previous year.

In Maths, 10% more disadvantaged children reached ARE when compared to their EYFS results. This is an overall increase of 10% from the previous year.

Since EYFS, the percentage of disadvantaged children moving from 'working towards' to 'expected standard' was greater than other children.

### Key Stage 2 Pupil Premium Attainment 2017/18

Key Stage 2 Pupil Premium Attainment 2017/18				
	EYFS	KS1 - 2014	KS2 - 2018	Progress
Reading	100%	67%	60%	-1.2
Writing	100%	58%	50%	-1.1
Maths	100%	42%	30%	-3.0

42% of the children in this Year 6 cohort joined St Mary's since the EYFS benchmark.

### Comparison Data - Key Stage 2 Pupil Premium Attainment 2016/17

Key Stage 2 Pupil Premium Attainment 2016/17				
	EYFS	KS1 - 2014	KS2 - 2018	Progress
Reading	100%	71%	71%	+0.6
Writing	100%	57%	71%	+2.7
Maths	100%	57%	43%	-1.2

14% of the children in this Year 6 cohort joined St Mary's since the EYFS benchmark. This child joined in Year 6 from a Pupil Referral Unit.

### 2017-18 Targets

- Deploying staff effectively
- Develop whole staff ethos and dedication for ensuring high expectations and high quality teaching for all learners

- Support the personal, social and emotional wellbeing of all of our pupils - including those with multiple needs
- Funding of extra-curricular activities and trips to ensure disadvantaged children take part along with all others
- Deeper involvement of Disadvantaged pupils in the wider school life and after school clubs
- Ensuring all of children (including our gifted and talented) are challenged academically and have high life aspirations

### **Breakdown of the Pupil Premium Fund spending 2016-17**

Additional TA individual support (One to One or Close Support) in classrooms	£47,040
Whole school ethos and dedication to attainment and high quality teaching for all.	£15,170
Salary for Intervention TA plus training	£5,239
Funding specific to one Y6 (PP) Pupil subsidising additional top-up from SEN Statement	£5,099
Learning Mentor Provision	£3,200
Subsidising of Residential and other educational experiences	£3,000
Training for Support Staff to deliver interventions (Maths & Literacy)	£2,500
Breakfast Club – specifically for disadvantaged pupils (Free)	£2,500
Greater Depth Writing Project with Holy Trinity Academy	£1,000
Vulnerable Group Meetings	£920
Key Stage Two TLR3 time dedicated to Disadvantaged Pupils	£655
SENCO TLR2 time focussing on Disadvantaged Pupils	£520
Intervention TLR3 time focussing on Disadvantaged Pupils	£400
Aspiration trip to University	£400
Other miscellaneous Items	£5,917
<b>Total:</b>	<b>£93,560.00</b>

### **Develop whole staff ethos and dedication for ensuring high expectations and high quality teaching for all learners**

#### **Deploying Staff Effectively**

Research from the Education Endowment Foundation (EFF) suggests ways to best use teaching assistants. We used this information to help inform us when moving forwards with strategies to best support our children.

We took particular inspiration from the following points:

- use TAs to help pupils develop independent learning skills and manage their own learning
- ensure TAs are fully prepared for their role in the classroom

- use TAs to deliver high-quality one-to-one and small group support using structured interventions

Following staffing review for support staff, school leadership strived to ensure that St Mary's were best utilising the expertise of our staff when supporting children - including those most in need.

The extensive review matched individual members of staff with individual classrooms. This ensured that teaching assistants spent the whole of their time in the same learning environment, building deeper relationship and understanding of the children they will be supporting.

Teaching assistants work closely with teachers to help identify and address the main barriers to learning for all disadvantaged pupils in the class.

### Targeted Interventions

Additional training was provided for support staff to assist in the delivery of high-quality, structured interventions.

The table below shows the average points progress made in 2017-18 by disadvantaged pupils receiving targeted interventions.

Average points progress made by disadvantaged pupils attending additional interventions.				
	KS1	LKS2	UKS2	School Av.
Literacy based Interventions	3.2 Reading	2.9 Reading	3.7 Reading	3.3 Reading
	2.9 Writing	2.6 Writing	3.8 Writing	3.1 Writing
Maths based Interventions	3.4 Maths	2.8 Maths	3.5 Maths	3.2 Mats

### Leadership and Management

All staff and subject leaders are responsible for ensuring that the needs of all learners (including disadvantaged) are facilitated and planned for within their areas of the curriculum.

Staff are required to identify barriers to learning for all pupils and look at ways to offer further support to remove or minimise these areas of concern. This may be through modifying planning, learning experiences or through targeted interventions.

When conducting monitoring exercises, staff include disadvantaged children's books/work to ensure high expectations are maintained for all learners.



Safeguarding Officer									
	R	W	M	R	W	M	R	W	M
	54%	39%	43%	7%	29%	25%	39%	43%	32%

The Nurture and Safeguarding Officer has run various interventions during the year to support all pupils, including disadvantaged children, overcome barriers to learning. These groups include: Self Esteem Group, Friendship and Social Skills, Art therapy (to support bereavement) and Lego Therapy.

- The above tables show that academic progress has been somewhat assisted by these interventions.
- In Reading, Writing and Maths the percentage of children working at ARE has increased and the children working well below has diminished.

The progress shows that Disadvantaged children who accessed services delivered by the Nurture and Safeguarding Officer in 2017-18 made consistent progress across all three core subjects.

### Funding of extra-curricular activities and trips to ensure disadvantaged children take part along with all others

We believe that every child should have the right to experience new and exciting opportunities. Therefore, we use some of our pupil premium funding to ensure that every child can access all trips that we go on. This includes going on residential trips in Years 5 and 6.

The impact is that all of our children have a rich and varied experience whilst at St Mary's.

St Mary's also launched a holiday club at half term - facilitated by our Head of Governors. This was offered free of charge to our disadvantaged pupil and attended by several.

### Raising attendance and punctuality

Following research into the 'Magic Breakfast' initiative, St Mary's contacted the team to enquire whether we were able to take part. As our proportion of children eligible for the pupil premium is around 25%, we did not fulfil the 35% quota required for funding.

We implemented our own breakfast club 'Breakfast Blast-Off' in 2016 to a trial of twenty children eligible for the Pupil Premium Fund. In the first three months of implementation, attendance increase marginally from the previous three months. Punctuality issues had reduced by 55% for the same period.

The initiative was reviewed again at six months with similar successes.

Following this trial, St Mary's made the decision to extend Breakfast Blast-Off to all of our disadvantaged children free of charge. This initiative has now been incorporated into a pre-existing Breakfast Club so disadvantaged pupils and their peers eat and socialise together. The selection of breakfast options has developed - along with the activities the children take part in.

At present, over half of those in attendance are eligible for the PP Fund. The impact on attendance is continuing to improve - but the real success lies in punctuality. Focus children are arriving in class on time and ready to learn.

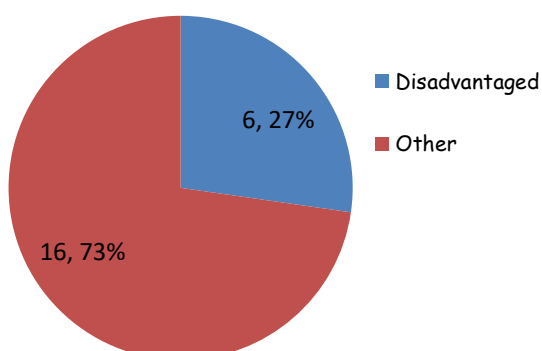
### Deeper involvement of disadvantaged pupils in the wider school life and after school clubs

Staff offering afterschool clubs and special event made a conscious effort to reach out and involve disadvantaged pupils.

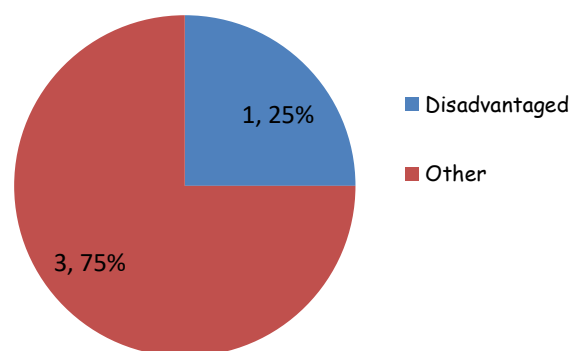
Children eligible for the Pupil Premium Fund account for 25% of our overall pupils on roll.

Disadvantaged pupils made up roughly 28.5% of all children taking part in extracurricular activities. This is slightly above proportional representation.

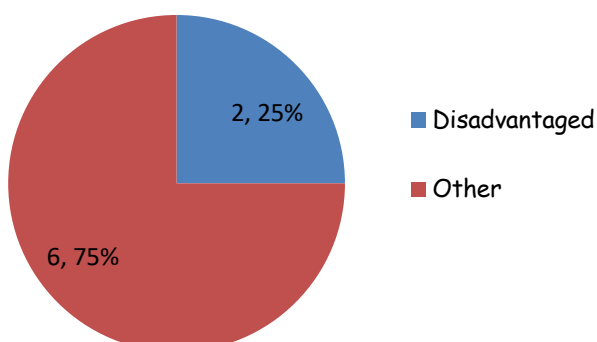
**School Council Representation**



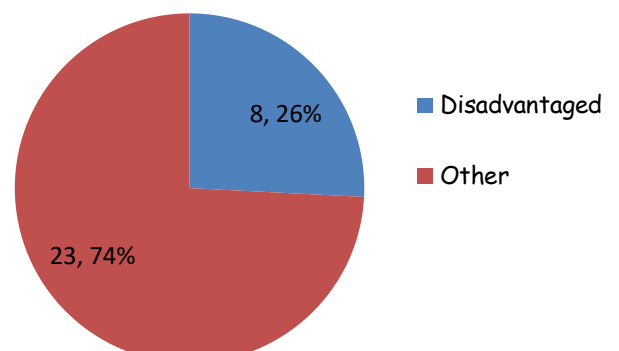
**House Captain Representation**



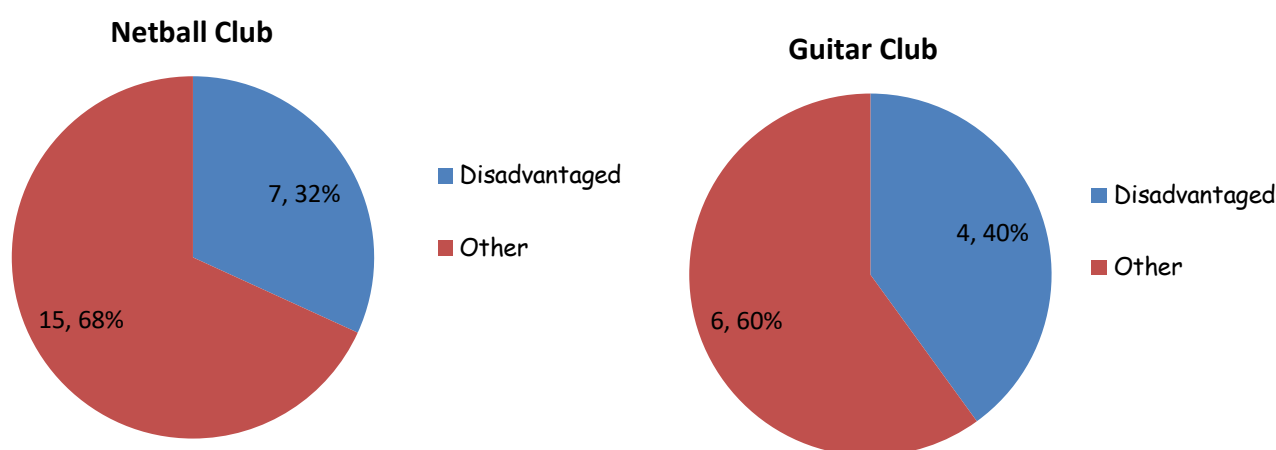
**Girls Football Team**



**Choir Representation**







**Challenging all children (including gifted and talented)**

**Writing Project**

A group of promising writers from Key Stage 2 were selected to take part in a 'Greater Depth' writing project. This involved working with a partner school within our Local Authority and creating some collaborative writing.

These sessions were overseen by a Local Authority Writing Moderator with the aim of enthusing young authors and exploring more technical and abstract writing techniques. 4/6 of the children who took part ended the year assessed as a greater depth writer. One of these GDS children was eligible for the Pupil Premium Fund.

**Radio Broadcasts**

Children were selected throughout the year to take part in creating radio broadcasts for a school in-house radio station (SM Radio Active). The children worked collaboratively to plan, research and deliver these shows. This further developed skills in: collaborative working, writing, speaking and listening.

**University Visits**

A group of children were taken to the University of Huddersfield for the day. They had a private tour and took part in workshops aimed at higher education.

*This table shows the attitude of Disadvantaged children towards higher education. Children were asked if they would like to attend university when they were older.*

Number of Children	Pre-visit	Post-visit
15	13%	93%