

## **St Mary & All Saints Pupil Premium Funding**

Pupil Premium Funding is allocated to children from low-income families who were known to be eligible for free school meal, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel. Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups.

Extract taken from Ofsted's 'The Pupil Premium – How schools are spending the funding successfully to maximise achievement.'

### **2016-17 Key Objectives**

To ensure that all pupils make at least expected progress and those who are at risk of underachieving make accelerated progress.

To raise attainment in English, Reading and Mathematics by narrowing the gap with national results.

To ensure all teaching is at least good to outstanding.

**How does St Mary & All Saints C of E Primary School plan to spend the grant?**

**Estimated budget (including April-July 2017): £165,580**

Barriers to learning	What will change will look like	Amount of allocated PP spend	Description of Expenditure	Expected Impact
<p><b>teaching and assessment needs to be consistently good or better</b></p> <p><b>some Children start school below their chronological age for speaking &amp; listening , have limited vocabulary which limits attainment</b></p> <p><b>some children need more access to new experiences to support their deeper understanding of subjects as a whole</b></p> <p><b>Some support for individuals does not help them become an independent learner quickly enough</b></p>	<p>all staff have a bespoke coaching and training package to support their development and further develop quality first teaching and learning</p> <p>All planning includes contextual, concrete examples.</p> <p>All staff are aware of how best to use TfW to accelerate progress especially for HA.</p> <p>Staff use best practice techniques to support EAL children to acquire English language skills and grammar</p> <p>targeted support is available for underperforming pupils</p> <p>there is consistent practise amongst TAs based on quality first principles</p> <p>All staff teach discrete vocabulary and every classroom is a language rich environment. Interactions between adults and children are</p>	<p><b>£36,626</b></p>	<p>external and internal expertise, cover for coaching sessions and to observe good practice in school</p> <p>Talk for Writing (INSET DAY). All subject leads to provide training on how to teach discrete vocab and how to use concrete materials/real contexts</p> <p>Racing to English (TAs). What is a good EAL classroom (EAL training for staff)</p> <p>SLT training for 6 TAs</p> <p>TA's to attend training on INSET days.</p> <p>2 x NQT training courses</p> <p>Developing Children's Language Skills (EYFS)</p>	<p>In all classes 85%+ of children attain ARE and 90+ achieve good progress (1 point minimum / term)</p> <p>Underperforming children make accelerated progress each term in all classes</p> <p>All staff pre-teaches vocabulary and topic books will not contain worksheets. All topic planning will show how real, concrete context has been used in teaching.</p> <p>Consistency in the quality subject knowledge across all staff. Evidence from monitoring sheet consistency</p>

<p><b>Some children do not talk regularly enough about their progress with an adult so don't change their habits, or build skills quickly enough</b></p>	<p>vocabulary rich with a particular PP target. Underperforming PP pupils have a specific talk session with member of staff that is recorded every day. In every underperforming PP Pupil's learning journey will show the outcomes of daily, targeted conversations with staff.</p>			<p>The quality and productivity in topic books is improved in all year groups</p>
<p><b>Some children at the end of spring term lack fluency in the key skills needed to access the curriculum next year</b></p>	<p>Strand specific, focused teaching given to each individual pupil identified in term 6</p> <p>targeted pupils achieve their targets</p> <p>Opportunities for children to practise phonics based on gap analysis</p> <p>Opportunities for children to practise phonics based on gap analysis</p>	<p><b>£8,420</b></p>	<p>Year 4 Boosters (Summer term 2016) Year 5 Tuition (Summer Term 2017) Year 6 Tuition (Summer Term 2017) Year 6 Boosters (Spring Term 2017) Before school homework club Year 1 Phonics Year 2 Tuition</p>	<p>90% targeted pupils achieve at least 2 points of progress each booster term</p>
<p><b>Some children lack basic skills in phonics</b></p>	<p>Year 1 milestones for Reading are achieved. Targeted pupils in Year 2 achieve their reading targets Children with this barrier will be able to decode successfully at the end of the intervention</p>	<p><b>£4,767</b></p>	<p>SLT Toe by Toe ABC to Read</p>	<p>90% targeted pupils achieve at least 2 points of progress each intervention term</p>

<p><b>Some children lack basic skills in Maths</b></p>	<p>Improved number age &amp; standardised score, increased confidence in maths, increased enjoyment and engagement in maths</p>	<p><b>£8,359</b></p>	<p>1st Class@Number 1st Class@Number Success@ arithmetic BRP Read, Write Inc. Toe by Toe</p>	<p>90% targeted pupils achieve at least 2 points of progress each intervention term</p>
<p><b>Some children have short/long-term emotional barriers to learning and display inappropriate behaviours for their age some struggle to concentrate and organise themselves for learning</b></p>	<p>Attendance improves, behaviour incidents reduce, written record of sessions showing that target behaviours are enabling the child to work effectively in class Children have improved concentration and focus in class. Staff developing talk linked to how learning from the exercises can be linked to class. Children learn self-soothing techniques which can be applied back in class</p>	<p><b>£15,991</b></p>	<p>ELSA Sensory Circuits Massage Therapy Play Therapy Peer massage Therapeutic Writing</p>	<p>Term on term reduction in incidents/ time spent out of class. Progress made in ARE for behaviour</p>
<p><b>Some children do not attend school well</b></p>	<p>Family worker works closely with parents, cares, the school office staff and EWO to improve attendance</p>	<p><b>£16,538</b></p>	<p>Family Support Worker</p>	<p>PP attendance to be in-line with non-PP and achieving school target of 96%. Individual children's attendance will improve term on term</p>
<p><b>some children need more access to new experiences to support their deeper</b></p>	<p>Wet weather clothing Books for the library Additional books for children to take home and practice reading</p>	<p><b>£11,067</b></p>	<p>Wet weather clothing Educational Resources Abacus Hamilton Trust</p>	<p>In all classes 85%+ of children attain ARE and 90+ achieve good progress (1 point minimum / term)</p>

<p><b>understanding of subjects as a whole</b></p> <p><b>planning needs to support improved challenge and opportunities for concrete learning</b></p>	<p>Topic packs for PP pupils to take home Children are free to enjoy outside activities without discomfort</p> <p>A rich variety of topic resources available in the library to enable children and adults to deepen thinking and make learning exciting</p> <p>Children are excited and engaged by homework activities and are able to complete them</p> <p>Abacus scheme available.</p> <p>Hamilton Trust scheme available</p> <p>Subject knowledge is consistently good</p> <p>.</p>		<p>SPAG.com</p>	<p>Underperforming children make accelerated progress each term in all classes</p> <p>100% planning and lesson observations will show real, concrete experiences and resources being used in teaching. 100% of lessons will show high engagement</p> <p>Consistency in the quality subject knowledge across all staff. Evidence from monitoring sheet consistency</p>
<p><b>Some children lack persistence and resilience needed to become master learners. Some need more access to new experiences to support their deeper understanding of subjects as a whole</b></p>	<p>Children's learning experiences widened to improve outcomes, resilience, persistence, independence, problem solving, teamwork etc.</p>	<p><b>£9,261</b></p>	<p>Provision of after school enrichment activities: cost of admin (30% of Julie's time) and 30% of cost of running clubs</p> <p>Year 6 trip (June '17)</p> <p>Year 4 (Camping trip) - June 17</p> <p>Support with trips</p> <p>Year 5 - Pupil Premium writing club - with termly activity e.g. Path Hill (must link to topic)</p> <p>Year 6 SATs breakfast club</p> <p>Year 2 SATs breakfast club</p>	<p>90%+ participation of PP children in enrichment activities</p>

<b>Some children need 1-1 support to help them access learning</b>	Year 1 milestones for Reading/writing/maths are achieved 1:1 behaviour support TA support for identified children to enable them to access appropriately scaffolded learning	<b>£46,985</b>	Third Year 1 Teacher April to July TA for behaviour support (BL) Cover to enable coaching to develop quality first teaching (RS) PP Leadership time 1:1 support for Year 3 pupil 1:1 support for Year 6 pupil	90% targeted pupils achieve at least 2 points of progress each intervention term
		<b>Total predicted spend: £148,179</b> <b>2015-16 deficit carry forward: £15,191</b> <b>Estimated budget (including April-July 2017): £165,580</b> <b>Current surplus: £2,210</b>		

### **Impact of Pupil premium grant expenditure 2016-17**

EYFS:

Number in FS Cohort 2017: 50

Year	2015			2016			2017		
	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat
<b>% GLD</b>	58%	67%	66%	87%	71%	69%	68%	70%	69%
Pupil Premium	42%	54%	52%	88%	%	54%	53%	55%	
Non-Pupil Premium	62%	70%	69%	86%	%	72%	73%	73%	

Year One Phonics Screen:

Number in Y1 Cohort in 2017: 60

Year	2015			2016			2017		
	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat
<b>% Pass</b>	75%	75%	77%	84%	79%	80%	81%		81%
Pupil Premium	75%		66%	83%	63%	70%			

Non-Pupil Premium	75%		80%	86.6%	82%	87%			
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Year Two Cumulative Phonics Screen:

Number in Y2 cohort in 2017: 9

Year	2015	2016	2017
% Pass	83%	85%	82%
Pupil Premium	75%		
Non-Pupil Premium			

## Progress

Year 1		Pupils % making 5+ steps progress		
	Pupils (%)	Reading	Writing	Maths
All Pupils	58 (100%)	79%	70%	63%
Pupil Premium	18 (31%)	77%	61%	66%
Non-Pupil Premium	40 (69%)	80%	75%	62%

Year 2		Pupils % making 6+ steps progress		
	Pupils (%)	Reading	Writing	Maths
All Pupils	56 (100%)	44%	44%	46%
Pupil Premium	13 (23%)	61%	30%	61%
Non-Pupil Premium	43 (76%)	39%	48%	41%

Year 3		Pupils % making 6+ steps progress		
	Pupils (%)	Reading	Writing	Maths
All Pupils	49 (100%)	87%	91%	87%
Pupil Premium	8 (34%)	87%	100%	100%

<b>Non-Pupil Premium</b>	15 (65%)	86%	86%	80%
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<b>Year 4</b>		<b>Pupils % making 6+ steps progress</b>		
	<b>Pupils (%)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>All Pupils</b>	48 (100%)	83%	75%	66%
<b>Pupil Premium</b>	14 (29%)	78%	71%	50%
<b>Non-Pupil Premium</b>	34 (70%)	85%	76%	73%

<b>Year 5</b>		<b>Pupils % making 6+ steps progress</b>		
	<b>Pupils (%)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>All Pupils</b>	49 (100%)	77%	65%	69%
<b>Pupil Premium</b>	15 (30%)	73%	60%	53%
<b>Non-Pupil Premium</b>	34 (69%)	79%	67%	76%

<b>Year 6</b>		<b>Pupils% making 6+ steps progress</b>		
	<b>Pupils (%)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>All Pupils</b>	47 (100%)	95%	95%	91%
<b>Pupil Premium</b>	16 (34%)	100%	100%	100%
<b>Non-Pupil Premium</b>	31 (66%)	93%	93%	87%



Key Stage 2 Attainment

Number in Y6 Cohort: 47

Teacher Assessment: All pupils	% of pupils working at the Expected Standard (inc at Greater Depth)	% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined
English Reading	87%	76%
English Writing	85%	
Mathematics	80%	
SPAG	78%	

Test Results: All pupils	% of pupils working at the Expected Standard inc at Greater Depth	% of pupils working at Expected Standard inc Greater Depth in RWM Combined
English Reading	76%	61%
Mathematics	74%	
SPAG	78%	

Teacher Assessment: Pupil Premium Pupils	% of pupils working at the Expected Standard (inc at Greater Depth)	% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined
English Reading	87%	56%
English Writing	75%	
Mathematics	75%	
SPAG	81%	

Test Results: Pupil Premium Pupils	% of pupils working at the Expected Standard inc at Greater Depth	% of pupils working at Expected Standard inc Greater Depth in RWM Combined
English Reading	81%	6%
Mathematics	68%	
SPAG	6%	

Teacher Assessment: Non- Pupil Premium Pupils	% of pupils working at the Expected Standard (incl. at Greater Depth)	% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined
English Reading	87%	64%
English Writing	58%	
Mathematics	83%	
SPAG	70%	

Test Results: Non-Pupil Premium Pupils	% of pupils working at the Expected Standard inc at Greater Depth	% of pupils working at Expected Standard inc Greater Depth in RWM Combined
English Reading	74%	16%
Mathematics	77%	
SPAG	25%	

Key Stage 1 Attainment:

Number in Y2 Cohort: 56

Teacher Assessment: All Pupils	% of pupils reaching the Expected Standard and at Greater Depth	% of pupils reaching Greater Depth
English Reading	26%	3%
English Writing	35%	3%
Mathematics	30%	3%

Teacher Assessment: Pupil Premium Pupils	% of pupils reaching the Expected Standard and at Greater Depth	% of pupils reaching Greater Depth
English Reading	15%	7%
English Writing	15%	0%
Mathematics	23%	0%

Teacher Assessment: Non-Pupil Premium Pupils	% of pupils reaching the Expected Standard and at Greater Depth	% of pupils reaching Greater Depth
English Reading	39%	9%
English Writing	41%	4%
Mathematics	39%	4%

### All other Year Groups: attainment 2016-17

#### Year 1: % ARE+

All Pupils (58)			NON Pupil Premium (40)			Pupil Premium (18)		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
69%	65%	56%	70%	65%	56%	66%	65%	56%

#### Year 1: % Exceed+

All Pupils			NON Pupil Premium			Pupil Premium		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
20%	17%	8%	25%	17%	10%	11%	16%	5%

#### Year 3: % ARE+

All Pupils (49)			NON Pupil Premium (34)			Pupil Premium (15)		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
69%	67%	67%	73%	70%	64%	60%	60%	73%

#### Year 3: % Exceed+

All Pupils			NON Pupil Premium			Pupil Premium		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
26%	22%	20%	26%	20%	2%	26%	26%	13%

**Year 4: % ARE+**

All Pupils (48)			NON Pupil Premium (34)			Pupil Premium (14)		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
66%	56%	56%	73%	61%	64%	50%	42%	35%

**Year 4: % Exceed+**

All Pupils			NON Pupil Premium			Pupil Premium		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
20%	18%	16%	23%	23%	20%	14%	7%	7%

**Year 5: % ARE+**

All Pupils (49)			NON Pupil Premium (34)			Pupil Premium (15)		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
71%	44%	65%	79%	52%	79%	53%	26%	33%

**Year 5: % Exceed+**

Read			NON Pupil Premium			Pupil Premium		
Read	Writing	Maths	Read	Writing	Maths	Read	Writing	Maths
18%	2%	22%	17%	2%	26%	20%	0%	13%

# Progress

## Key

Inadequate	Expected	Good	Accelerated

## Year 1

	Reading	Writing	Maths
<b>All Pupils</b>	5.1	5.2	4.8
<b>Pupil Premium</b>	4.8	5	4.7
<b>Non-Pupil Premium</b>	5.3	5.3	4.8

## Year 2

	Reading	Writing	Maths
<b>All Pupils</b>	5.4	5.4	5.3
<b>Pupil Premium</b>	6.2	5.2	5.6
<b>Non-Pupil Premium</b>	5.1	5.4	5.2

Year 3

	Reading	Writing	Maths
All Pupils	5.8	5.8	5.8
Pupil Premium	5.6	6	6.1
Non-Pupil Premium	5.8	5.6	5.7

Year 4

	Reading	Writing	Maths
All Pupils	5.9	5.8	5.6
Pupil Premium	5.9	5.5	5
Non-Pupil Premium	5.9	6	5.9

Year 5

	Reading	Writing	Maths
All Pupils	6.6	6.3	6.4
Pupil Premium	6	5.8	5.5
Non-Pupil Premium	6.9	6.6	6.9

Year 6

	Reading	Writing	Maths
All Pupils	6.2	6.6	6.4
Pupil Premium	6.4	6.3	6.4
Non-Pupil Premium	6.1	6.8	6.4



### Attendance

<b>Whole School Attendance</b>	<b>2014-15</b>
<b>Pupil Premium</b>	93%
<b>Non-Pupil Premium</b>	95.5%

<b>Whole School Attendance</b>	<b>2015-16</b>
<b>Pupil Premium</b>	93.6%
<b>Non-Pupil Premium</b>	95.9%

<b>Whole School Attendance</b>	<b>2016-17</b>
<b>Pupil Premium</b>	92.4%
<b>Non-Pupil Premium</b>	95.3%

### Punctuality

<b>Whole School Punctuality 2014-15</b>	<b>Late Before Register closes</b>	<b>Late After Register Closes</b>	<b>Late</b>
<b>Pupil Premium</b>	3.07%	0.40%	3.07%
<b>Non-Pupil Premium</b>	1.56%	0.07%	1.56%

<b>Whole School Punctuality 2015-16</b>	<b>Late Before Register closes</b>	<b>Late After Register Closes</b>	<b>Late</b>
<b>Pupil Premium</b>	3.33%	0.25%	3.33%
<b>Non-Pupil Premium</b>	1.17%	0.04%	1.17%

<b>Whole School Punctuality 2016-17</b>	<b>Late Before Register closes</b>	<b>Late After Register Closes</b>	<b>Late</b>
<b>Pupil Premium</b>	3.71%	0.36%	3.71%
<b>Non-Pupil Premium</b>	1.17%	0.04%	1.17%