



Pupil Premium Review 2016 - 2017

Amount of Pupil Premium funding received (academic year 2016 – 2017)

Number of eligible pupils September 2016	59
Total PP received over 2016 – 2017	£78,180

Identified barriers to educational achievement

St Mary's CE VA Primary School has identified the following as barriers for some pupils currently in receipt of PP funding:

- Poor language – especially in early years
- SEND
- Poor learning behaviours – concentration, listening skills, independence, resilience
- Parental engagement with school and parental expectations.
- Chaotic home lives
- Social and emotional needs of pupils – eg. confidence, mental health, trauma, attachment issues, child protection issues etc.
- Poor attendance
- Physical needs eg. hunger fatigue and lack of sleep, poor diet
- Lack of basic knowledge, skills and understanding in reading, writing and maths.

Rationale for expenditure

Through our monitoring the school has identified different levels of needs for pupils who attract Pupil Premium funding at St. Mary's School.



As identified through analysis of data and pupil progress meetings during 2015 – 2016 some of the children who attract PP funding need to make accelerated progress in reading, writing and maths, particularly middle and lower ability disadvantaged pupils. Year 4 and Year 6 are particular areas of focus in reading, writing and maths. The school has also identified children in EYFS who require support with communication and language. Some Pupil Premium children are vulnerable on the play-ground and struggle to develop positive relationships with peers which effects their learning. Many families who attract PP funding are unable to pay for school trips, residential and extra-curricular activities; the school has allocated funding to meet these costs to enable children to participate. Some pupils who attract PP funding also benefit from 1:1 counselling sessions with an emotional therapist.

Key Expenditure – how the allocation will be spent

Area of Spend	Focus	Total Allocation
Pastoral and Inclusion Lead, Inclusion workers and play leaders	Pastoral and inclusion Social and emotional support	40,000
TA support for focused interventions and 1:1 for specific pupils including Nurture Room	English and Maths Early years language	26,000

Staff CPD & Supply for specific events	Social and Emotional Learning Behaviours	450
Educational Psychologist support and training including Circle of Friends training and support	Social and Emotional (attachment) Behaviour SEND	900
PASS survey	Learning Behaviours Attitudes to school	550
Funding for extra-curricular music lessons/clubs, breakfast club etc	Personal and social	1500
Funding for school trips and residential visits	Personal and Social	1000
Counselling	Emotional	4000
Achievement for All	Engaging parents English and Maths Learning behaviours Social and Emotional	2200
Uniform	Personal and Social	300
Reading resources	English Language development	1000

£77,900

Area of Spend	Intended Outcome – why these approaches were taken	Actions	Evaluation
Pastoral and Inclusion Lead, Inclusion workers and play leaders	<ul style="list-style-type: none"> To provide time and support (1:1 and in groups) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased 	<ul style="list-style-type: none"> Intervention programmes recommended by GHLL run by experienced staff Inclusion workers/play leader report back to Pastoral Lead and class teachers, keeping records of 	<ul style="list-style-type: none"> On the listening and doing baseline the EYFS children improved their score by an average of 4 points which is approx. 33% improvement. Analysis of the KS2 Reflection data

	<p>confidence and attainment in the classroom</p> <ul style="list-style-type: none"> To improve transition between the playground and classroom. To ensure all pupils are included at playtimes. 	<p>incidents.</p> <ul style="list-style-type: none"> PAIL working with and engaging families. Homework club held weekly giving children support to complete given work with the opportunity to use the laptops if needed. Termly meetings with key personnel to ensure consistency and any issues resolved. 	<p>shows a marked decrease in the number of pupils having 10 minute cards (T2 76 pupils, T6 15 pupils)</p> <ul style="list-style-type: none"> Improved attendance – PP pupils absent 10% or more sessions <ul style="list-style-type: none"> 2015 to 2016 15.1% 2016 to 2017 3.4% Positive response from parents to AFA questionnaire Children making use of homework club to do My Maths computerised homework. No register taken but will be analysed next year. Regular meetings with Inclusion workers and Nurture room staff to ensure consistent and positive practice.
<p>TA support for focused interventions and 1:1 for specific pupils including Nurture Room</p>	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (spelling, reading, handwriting, number skills) Support in lessons to improve understanding and learning in core subjects Reading with TAs if pupils do not read at home. Pupils with SEN and who are in receipt of Pupil Premium funding have their targets reviewed 	<ul style="list-style-type: none"> Regard is taken of the EEF recommendations for TA deployment and interventions. Regular meetings between SENDco and PAIL to review interventions and adapt if necessary. Termly progress meetings focus on children who need extra support and/or specific interventions SENDCo/PAIL observe interventions and feedback to TAs and class teachers 	<ul style="list-style-type: none"> Analysis of interventions show improvement overall. Adaptions made regularly to show best value. BRP intervention PP children made the following months improvement in comprehension <ul style="list-style-type: none"> Y2 average 18 months progress in 2 months Y3 average 19 months progress in 10 weeks Y4 average 21 months

	regularly and aspirational targets are set for their progress	<ul style="list-style-type: none"> • PAIL and Headteacher track attendance and follow up as necessary. • TA timetables are carefully planned to make best use of support. • PAIL and Nurture room TAs review and plan every term to ensure pupils are making progress in the nurture room, the Boxall profile is used to ensure progress. 	<ul style="list-style-type: none"> • progress in 10 weeks. <ul style="list-style-type: none"> ▪ Y5 average 10 months progress in 10 weeks ▪ Y6 average 20 months progress in 10 weeks. • The Boxhall profile for the pupils who attended the nurture room showed an improvement in emotional and attachment scores. Class teachers noted improved interaction when pupils were back in class.
Staff CPD & Supply for specific events	<ul style="list-style-type: none"> • Training for class teachers on how to support pupils with attachment/emotional difficulties • Supply to enable pupils to engage in specific events 	<ul style="list-style-type: none"> • Improved strategies to support specific pupils with emotional and mental health difficulties • Pupils able to take part in events alongside their peers. 	<ul style="list-style-type: none"> • PP children with particularly challenging behaviour were not permanently excluded. • PP children able to access the same opportunities as other children.
Educational Psychologist support and training including Circle of Friends training and support	<ul style="list-style-type: none"> • Improved skills of all TAs • Improved support for pupils with specific emotional and mental health difficulties • Other pupils more engaged in supporting pupils with specific emotional and mental health difficulties 	<ul style="list-style-type: none"> • Circle of Friends intervention implemented to support pupils across the school. Initially led by two EPs then trained TAs taking over. • 6 x 30 min. weekly meetings between TA and EP 	<ul style="list-style-type: none"> • School was able to better manage particularly challenging behaviour from specific PP children which resulted in PP children being included in the school
PASS survey	<ul style="list-style-type: none"> • Survey results informing practice. 	<ul style="list-style-type: none"> • PASS survey taken by all KS2 pupils • Results analysed • Actions taken to support pupils in 	<ul style="list-style-type: none"> • Pass survey analysis showed an improving attitude by pupils to school and school work.

		any areas that are not as positive	<ul style="list-style-type: none"> Pupils with less positive scores were monitored and conferenced if needed.
Funding for extra-curricular music lessons/clubs, breakfast club etc	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school and external agencies. Pupils enjoy the experienced of learning new instruments, taking part in clubs and are keen to come before school or stay after school to participate in chosen activities. Talents, skills and efforts in non-academic subjects are celebrated and develop confidence. The EEF reviews recommend providing breakfast for disadvantaged pupils to ensure a good start to the day. 	<ul style="list-style-type: none"> Annual analysis of the number of pupils who have taken part in clubs Pail/class teachers to talk to children/parents about possible interest in and funding for available clubs. PAIL to arrange funding for clubs and resources if required. 	<ul style="list-style-type: none"> Several children enjoyed extra-curricular lessons/clubs. Several children were funded through PP to enjoy breakfast club, ensuring they had a good relaxed start to the day. PAIL discussed possible funding with parents and children benefited from this.
Funding for school trips and residential visits	<ul style="list-style-type: none"> Pupil are able to fully participate in school and residential trips Learning is supported by trips that are carefully planned and that will enhance the curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residenceals. 	<ul style="list-style-type: none"> Letters to parents include information about available funding Headteacher, school business manager and/or PAIL liaise with parents regarding specific requests. Class teachers aware of possible funding options. 	<ul style="list-style-type: none"> £1000 was spent on funding children for residential trips. Feedback from children and parents was very positive PP children had access to enriched curriculum and extra-curricular activities building resilience, confidence and social skills.
Counselling	<ul style="list-style-type: none"> Pupils' emotional and mental health difficulties are addressed on 	<ul style="list-style-type: none"> PAIL to discuss with parents if there are mental health issues 	<ul style="list-style-type: none"> Improved attitudes to school and reducing anxiety about school and

	<p>an individual basis.</p> <ul style="list-style-type: none"> • Pupils will be more ready to learn 		<p>increased engagement of parents.</p>
Achievement for All	<ul style="list-style-type: none"> • Parents will be more engaged with their child's learning • Through structured conversations targets will be addressed at school and at home improving outcomes for pupils • Parents and teachers will be able to discuss any difficulties on a regular basis. 	<ul style="list-style-type: none"> • Termly analysis of structured conversation targets • Reviews with AFA advisor • Evaluation of progress of AFA pupils • Parent questionnaire sent out at the end of the academic year • Teacher questionnaire sent out at the end of the academic year 	<ul style="list-style-type: none"> • Returned questionnaires have been analysed and show a mainly positive picture. • Structured conversations have been positive for parents. • Pupil questionnaires very positive but give an indication of areas we need to look at. • Of the 55 pupils taking part in the AFA intervention 44% made expected or more than expected progress in reading and writing and 50% made expected or more than expected progress in maths.
Uniform	<ul style="list-style-type: none"> • Children feel part of the school • Children do not stand out from their peers. 	<ul style="list-style-type: none"> • PAIL to speak to parents of PP pupils if they are struggling • PAIL to order through the school office. 	<ul style="list-style-type: none"> • Several items of uniform have been bought for PP children. There has been a positive effect on their self-esteem
Reading resources	<ul style="list-style-type: none"> • Reading books to support BRP • Books to support BRP are different from scheme and class books • Children enjoy reading 1:1` 	<ul style="list-style-type: none"> • PAIL to discuss with class teachers and order new books • PAIL to talk to children about the books and intervention 	<ul style="list-style-type: none"> • New reading books have been used for BRP especially in Y2. Some easier books have been bought to support weaker reading in KS2. • BRP intervention PP children made the following months improvement in comprehension <ul style="list-style-type: none"> ○ Y2 average 18 months progress in 2 months



How will the school measure the impact of Pupil Premium funding

The impact of the Pupil Premium funding will be measured via the school's assessment and tracking programme, this will be used to inform pupils' progress and enable early identification of need, support and appropriate intervention. Review meetings will be held every term and will involve PAIL, SENDco and the Headteacher. Class teacher's input will be via the pupil progress meetings.

When selecting pupils for interventions the school will look at all pupils across the school, there are some pupils who are not eligible for PP funding who will benefit from these groups if their needs are similar.

Pupil premium Funding is a regular item and on the Teaching and Learning governors committee agenda.