

St Mary & St Thomas C.E. Primary School - Review of Pupil Premium spend- 2017/2018

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (Disadvantaged) at any point in the past 6 years (£1320 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

STATISTICS 2017-2018

- In school we have **104** pupils who are entitled to benefit from pupil premium funding.
- Each entitled pupil received £1320 per annum.
- **12** LAC children with a total £8,729 each per annum

In 2017-18 the school received **£138,740** pupil premium funding.

A proportion of the Pupil Premium grant is committed to maintaining the provision for disadvantaged students that is currently in place.

There are 6 Desired Outcomes:

A: Children to make accelerated progress in FS and KS1, achieving national standards and increasing the proportions of pupils who reach and exceed ARE.

B: Disadvantaged children who have additional SEN, matches or is improving towards that of other pupils with the same starting points.

C: The progress of the pupils who are identified as having S&L as a barrier for learning matches or is improving that of pupils with the same starting points.

D: Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving.– all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.

E: Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points.

F: Significant behaviours are reduced and do not impact on learning and that progress matches or is improving towards that of other pupils with the same starting points.

1. Quality of teaching for all
Spend £60,000
<p>Desired Outcomes:</p> <p>A. Children to make accelerated progress in FS and KS1, achieving national standards and increasing the proportions of pupils who reach and exceed ARE.</p> <p>B. Disadvantaged children who have additional SEN, matches or is improving towards that of other pupils with the same starting points.</p>
<p>Strategies employed:</p> <ul style="list-style-type: none"> • Additional teachers will be employed in key year groups to enable smaller group teaching and a targeted approach • The embedding of Meta-cognition and self-regulated strategies throughout the school, to enable pupils to take a greater responsibility for their learning and develop their understanding of what is required to succeed • Small group interventions
<p><u>IMPACT</u></p> <ul style="list-style-type: none"> • Overall GLD 2018 was 67% slightly below national average (69% 2017) but much improved from the previous academic year which was 57%. 64% Disadvantaged pupils achieved GLD compared with 69% non disadvantaged which shows that the attainment of disadvantaged pupils is broadly in line with non- disadvantaged therefore diminishing the difference in the attainment gap. 8/11 PP children made accelerated progress in EYFS which is broadly in line when compared with 12/16 non-disadvantaged pupils. • Phonics screening check was 81% (in line with 2017 national average 81%) Attainment of disadvantaged pupils was 81%, which is in line with the attainment of non disadvantaged pupils which was 80%. • KS1 results in reading, writing and maths are as follows: Disadvantaged attainment in Reading was 57% compared to 2017 national which was 78%. The school percentage of disadvantaged pupils at ARE is significantly lower than the 2017 national however it is worth noting that a high proportion of the disadvantage pupils within this cohort are also on the SEND register with cognition and learning identified as the primary need. Disadvantaged attainment in Writing was 57% compared to 2017 national which was 70%. The school percentage of disadvantaged pupils at ARE is lower than the 2017 national however it is worth noting that a high proportion of the disadvantage pupils within this cohort are also on the SEND register with cognition and learning identified as the primary need. Disadvantaged attainment in Maths was 71% compared to 2017 national which was 77%. The school percentage of disadvantaged pupils at ARE is broadly in line with that of non-disadvantaged pupils. It is worth noting that 2 disadvantaged pupils who achieved ARE in maths and not in reading and writing are on the SEND register with SpLD identified as their need.

- The percentage of KS2 Disadvantaged pupils who reached ARE in all subjects is below national average for all pupils. The results are as follows: Reading 56% (national 71%), Writing 72% (national 76%), Maths 56% (national 75%). Evidence can be found in school providing more information about end of KS2 outcomes.
- Progress of Disadvantaged pupils at the end of KS2 is not available until the Autumn term, however internal data for end of KS2 shows that Disadvantaged pupils have not made the same levels of progress that non disadvantaged pupils have. The percentage of pupils reaching ARE in Reading is 53% (non disadvantaged 100%), in Writing 59% (non disadvantaged 79%), in Maths 53% (non disadvantaged 53%). There is a significant difference in the attainment of disadvantaged and non disadvantaged pupils however there is a high proportion of pupils who are on the SEND register with cognition and learning identified as the primary need amongst other barriers to learning. Evidence of this can be found in school.
- Internal data for other year groups shows that the overall sustained progress of disadvantaged and disadvantaged pupils is below that of all children, in all subjects, although the majority of disadvantaged children that have not made expected progress are the ones with additional SEN. Y1 and Y2 Maths, Y3 and Y5 writing progress of disadvantaged pupils is broadly in line with others. Progress of disadvantaged pupils in Y3 reading and Y2 writing exceeds that of non disadvantaged pupils.
- Metacognition skills are embedded across the wider curriculum. Work scrutiny demonstrates that pupils are beginning to show confidence in reflecting on the use of these skills in various tasks and situations e.g. through the evaluation stickers that are being used in the LUNAR curriculum. This is beginning to have an impact on learning in all areas. Pupil voice indicates that pupils are confident at discussing the skills they have developed and are aware of the different strategies used to develop these skills. This is an area which will continue to be embedded.

2. Targeted Approach

Spend £50,000

Desired Outcomes:

- Children to make accelerated progress in FS and KS1, achieving national standards and increasing the proportions of pupils who reach and exceed ARE.
- Disadvantaged children who have additional SEN, matches or is improving towards that of other pupils with the same starting points.
- The progress of the pupils who are identified as having S&L as a barrier for learning matches or is improving that of pupils with the same starting points
- Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points

Strategies Employed:

- Small group, Targeted intervention.
- Target of specific groups data
- Targeted intervention – use of Digital Technologies
- Early targeted intervention – use of SALLEY, Talk Boost
- Purchase of Speech and Language Therapist 1x day a week
- Therapeutic interventions
- 1:1 Tutoring

IMPACT

- See Key Area 1 for impact on attainment and progress
- Pupils in receipt of speech therapy made good or excellent progress, documented in SEN records. 33 pupils have been in receipt of Speech Bubble sessions this year, with 10 being discharged from the programme. Y6 pupils transitioned to high school with clear targets and a full report to aid transition outlining and evidencing clear progress made on the individual Sp&L reports.
- Target interventions such as Inference training and four operations have had high success rates, with a large % of pupils exiting the programmes and making considerable progress towards catching up to their ARE targets. Evidence can be found in school within monitoring records outlining individuals' progress. Standardised score show significant progress has been made by target children towards catching up to ARE eg in maths some children made over 2yrs progress in a term.
- Early targeted intervention eg Talk Boost has been implemented in Nursery for all pupils, and then continued as a target intervention for those with identified needs in Reception. Out of the 6 pupils receiving Talk Boost intervention, all made accelerated progress (5 or 6 steps) from their baseline, with 4 of them reaching the ELG for Communication and Language.
- TIP data is in the process of being analysed and this plan will be updated when this is available.
- 1:1 tutoring has taken place and has had a positive impact on progress. Evidence can be found in school within the monitoring records outlining individuals' progress.
- Lexia has been fully embedded in classes from Y2-Y6. Progress data shows that after completing Lexia for 1 year 45% of PP children made accelerated progress.

3. Other Approaches

Spend £28,740

Desired Outcomes:

- D. Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving with all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP. Significant behaviours are reduced and do not impact on learning and that progress matches or is improving towards that of other pupils with the same starting points.

Strategies Employed:

- Attendance officer and family support worker employed by school full time
- Therapeutic interventions
- 1:1 tuition

IMPACT

- Attendance of PP pupils is 95.5%. This is an improvement on last year and shows that the targeted approach is having a sustained impact on rates of attendance. Figures for PP persistent absentees pupils (8.3%) are broadly in line with non-PP pupils (6.5%).
- Parenting contracts have been put into place throughout the year to target pupils who have been identified as having exceptional rates of absence.
- Whole school termly attendance prizes have been put in place, sponsored by a local supply agency.
- No. of significant behaviour logs has reduced, which is evident in the reduced number of inclusion centre visits, internal isolation incidents and Fixed Term Exclusions which this year is 0.
- See Key Area 1 for analysis of attainment and progress