

## Audit & Evaluation - Pupil Premium Action Plan 2016-17

### St Mary & St Thomas' C.E. Primary School - Review of Pupil Premium spend - 2016/2017

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) 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 2016-2017**

- In school we have 108 pupils who are entitled to benefit from the additional funding.
- Each entitled pupil received £1320 per annum.
- 5 LAC children

In 2016-17 the school received £151,543.12 additional funds.

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

**There are three key objectives:**

- 1. Attainment in Literacy and Numeracy: to improve the outcomes for FSM pupils in Literacy and Numeracy.**
- 2. AFL: To improve the outcomes for FSM pupils through developing the quality of feedback to pupils.**
- 3. Engagement: to improve curriculum engagement and academic achievement for FSM and LAC pupils, addressing social and emotional needs.**

**1. Key Objective: to improve the outcomes for FSM pupils to bring attainment at least in line with age-related expectation**

**Spend** £99,543.12

**Success Criteria:** A reduction in the attainment gap of FSM and non FSM pupils in all years from Sept 2016 – July 2017 in Reading, Writing, and Maths levels

- To employ TAs to provide small group tutoring for FSM children currently working below age-related expectation in Literacy and Numeracy, implementing immediate feedback on learning £30,000

- Use of reading recovery intervention for those pupils falling behind in reading £9,000
- Teachers employed to provide additional 1-1 sessions after school in Writing, reading and Maths for upper KS2 pupils £2000
- Additional teachers linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement £58,543.12

**IMPACT**

- Overall GLD 2017 was 60% slightly below national average (69% 2016) 63% FSM/Disadvantaged achieved GLD compared with 57% non FSM.
- Phonics screening was 83% (national average 81%) (School FSM pupils 77% achieved phonics check vs non FSM 82%- broadly in line).
- KS1 results in reading, writing and maths - FSM attainment to ARE in all subjects are broadly in line with national average for all pupils FSM pupils for attainment at ARE is R -67% (national TBC), W- 67% (national TBC), M- 73% (national TBC).
- KS2 FSM attainment in comparison to the national average for all pupils is above. FSM pupils attainment at ARE is R - 71% (national for all pupils - 71%), W- 79% (national for all pupils -76%), M-86% (national for all pupils - 75%).
- Internal data shows that the overall progress of FSM and disadvantaged pupils is slightly below that of all children, although the FSM/disadvantaged children that have not made expected progress are the ones with additional SEN linked to cognition and learning and progress relevant to their starting points.

**2. Key Objective: Embed a whole school policy on feedback**

**Spend** £2,000

**Success Criteria:** A reduction in the attainment gap of FSM and non FSM pupils in all years from Sept 2016 – July 2017 in Reading, Writing, and Maths levels

- Oral and written feedback policy established and embedded
- Termly Assertive mentoring individual pupil interviews established and embedded

**IMPACT**

- Whole school procedure and policy established and now embedded
- Pupil voice demonstrates that pupils are clear of their strengths and what they need to do next
- Parent voice demonstrates parents feel informed of child's academic strength and areas for development and what they can do to help them
- Updated feedback policy developed by staff and SLT in place, to ensure that written feedback in books is based on a 'value added' criteria, and more focus being placed on immediate intervention where necessary, both written and verbal to have a more significant impact on progress. Initial feedback from staff demonstrates that this is having a significant impact on all pupils, and internal data demonstrates that more children are achieving combined ARE in the core subjects.
- Monitoring of books demonstrates that the quality of feedback is far more purposeful

**3. Key Objective: To improve curriculum engagement and academic achievement for FSM and LAC pupils by addressing social and emotional needs**

**Spend** £60,000

**Success Criteria:** A reduction in the attainment gap of FSM and non FSM pupils in all years from Sept 2016 – July 2017 in Reading, Writing, and Maths levels. Attainment gap between FSM and non FSM reduces. FSM students make progress in line with expectations.

- To employ 1 TAs to provide small group therapeutic support for FSM & LAC children identified
- To employ a speech therapist for 1 day per week identifying, working with and assessing pupils with speech and language needs

**IMPACT**

- See impact for Key objective 1
- Pupils in receipt of speech therapy made excellent progress, documented in SEN records. See Speech and language impact report.