

Pupil Premium Strategy Statement: 2016 /2017



Meeting the needs of all our families including those in receipt of a 'pupil premium'.

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. This is a raising achievement agenda as well as a narrowing the gap agenda. Both agendas should be priorities for St Mary's.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) received 2016-2017				
Number of Pupils on roll	207	Amount of PPG received per pupil	Deprivation Pupil Premium	Adopted from care premium
			£1320	£1900
			Service child premium	Looked after premium
			£300	£1900
Total number of pupils eligible for PPG	52	Total amount of PPG received	£62,000	
Total number of pupils eligible for PPG who meet a criterion/criteria eg. LAC	4	Date of next review	January 2017	

Barriers to future attainment (for pupils eligible for PP including higher ability)	
At the start of the year SLT analyse data for all PP pupils and identify their individual barriers to learning based on data and contextual information	
In School barriers (issued to be addressed in school)	
A	Pupils achieving the expected standard in English and Maths in KS1/KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1/KS2) in English and Maths
C	Pupils achieving the required standard in Phonic screening test in Year 1

Measuring the impact of PPG spending 2016-2017		
	Desired outcomes and impact measures	Success Criteria
A	Pupil premium provision targeted to individual needs to each pupil	All pupils make at least expected progress and achieve targets set by SLT. Most PP pupils make rapid progress to achieve expected standard.
B	Pupil Premium Provision for more able identified and enriched.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve greater depth at KS2: Y6 pupils to achieve 6.3/GDS or HIGH SS in SATs/end of KS2 assessments Y5 pupils to achieve 5.3 Y4 pupils to achieve 4.3 Y3 pupils to achieve 3.3 Y2 pupils to achieve 2.3/GDS or High SS in SATs/end of KS1 assessments Y1 pupils to achieve 1.3
C	Provision for Phonics targeted to individual pupils needs	All PP pupils to achieve required standard in Phonics screening in Y1.

Planned expenditure 2016-2017

1. Quality of teaching for all

Desired Outcome	Action	Rationale	Monitoring	Staff	Review Date
A B	<p>Whole school based approach informed by SDP and SIP for all areas of curriculum but specific for PP barriers.</p> <p>Coaching support from Hagley Catholic High School</p>	<p>(A,B) – Pupil Progress meetings used to highlight these children to staff to enable them to ensure that progress is monitored and actions are carried out to support these children.</p> <p>(A,B) – Pupil progress meetings with staff ½ termly to discuss progress of these children – all PP children are flagged up regardless of progress to ensure provision starts in the classroom at quality teaching for all level.</p> <p>SLT to discuss with staff to input into provision, assessment discussion findings and next steps.</p> <p>(A,B) – Assessment discussions held fortnightly by DH / HT to ensure that quality of teaching, assessment, feedback and communication with parents is effective. Feedback is given to teachers to improve / enhance their provision for these children.</p> <p>Appraisal - objectives set with these barriers in mind informed by the SIP. PP part of this Appraisal system focus.</p> <p>Career stage staff meetings to address these issues at appropriate level for career stage of staff.</p>	<p>SLT – AHT’s in team meetings</p>	All staff	January 2017

		(B) - KS3 specialist coach assigned to support Year 6 teacher of specific KS2 child working beyond primary curriculum. Ongoing personalised support including enrichment opportunities.			
C	Phonic teaching groups set up with performance in mind.	<p>Quality teaching by experience staff in phonics – daily sessions.</p> <p>Homework – spelling set based on phonics teaching.</p> <p>Range of teaching approaches to suit needs of pupils in each group – range of resources deployed.</p> <p>INFORMS Intervention groups based on formative assessments.</p> <p>Personalised phonics sessions focused on individual child’s next steps.</p> <p>Positive parental partnerships through attending parent’s evenings to feedback to parents and workshops for phonics.</p>	<p>Assessment discussions</p> <p>SIP reviews</p> <p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p> <p>Career stage Staff meeting model</p>	<p>All Staff</p> <p>Staffing £4863</p>	<p>January 2017</p>
Total Budgeted Cost					£4863

Planned expenditure 2016-2017

2. Targeted Support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review Date
A B	Employ HLTA to deliver interventions to PP pupils	<p>To meet the needs of individual pupils that have been identified as working below age related expectations in either their English or Maths. These pupils are taught in a smaller intervention groups, where they receive daily targeted support to meet their needs. Gaps within their learning are continually monitored and a range of intervention strategies are used to offer pupils the regular opportunities to practise. The work of the intervention HLTA plays a key part in the children's ability to access the curriculum and in their enjoyment of learning.</p> <p>Intervention is focused on reading comprehension and inference skills specifically, as this is an area where they are only emerging. These children are not heard read at home regularly and the impact should be an improvement in their comprehension of books and their general use of expression, intonation etc.</p> <p>Improved confidence in mathematical concepts: Children have been chosen to boost their confidence when applying mathematical concepts. During assessments, they struggle to apply skills to questions and become anxious. Working in a small group with support should have a positive impact on their confidence and therefore on their assessments, leading to them making expected progress.</p>	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p> <p>Staffing £5625</p>	LT, KM, DSW, JY	January 2017

		<p>The intervention will also provide challenge for these children through higher level questioning and activities to stretch them. The impact should be that these children should be able to continue these high standards of work when they return to their original sets and then make higher than expected progress.</p> <p>PP pupils access Specialist learning support provision at LSS unit Specific personalised learning at specialised unit funded through SEND units – pupils attend specialist unit to work with expert teachers on areas of learning specific to each child</p>	£7050		
C		<p>Read, Write Inc, which impacts on the progress of pupils, by employing an additional early years/ key stage one practitioner (3 days a week) an additional member of staff directed for PP (1 day a week).</p> <p>Personalised phonics sessions focused on individual child's next steps.</p> <p>1:1 writing groups where children apply their phonics knowledge to their classroom work.</p> <p>Targeted catch up provision to support pupil premium children who need additional support.</p>	Read, Write Inc materials £5226		January 2017
Total Budgeted Cost					£17901

Planned expenditure 2016-2017

3. Other Approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review Date
A B	1:1 reading sessions	Taught by a trained teaching assistant. The impact is measured using a variety of summative assessment tools such as national curriculum evidence collection, Rising Stars, Scholastic and Benchmarking outcomes.	SLT assessment discussions SIP Pupil progress meetings PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact	All staff Staffing £4863	January 2017
C	First Class@number intervention for maths	Led by our highly skilled teaching assistants. Personalised activities and tasks linked to misconceptions and next steps.	SLT assessment discussions SIP Pupil progress meetings PP teachers to record specific barrier (small step in learning), intervention,	All staff Training Cost £2050 Staffing £4863	January 2017

	Nurturing (KM)	Programme designed to enhance the emotional development and social skills of children aged 6 and 7. It is particularly valuable for children lacking self-confidence or who have difficulty in making relationships. The impact of the programme is to help children develop resilience and improves their self-esteem.	session outcomes, next steps and impact. Staffing £3494		
	Targeted intervention to provide curriculum support	i.e. stretching the more able, catch up phonics, speech and language and maths in small groups, or on a 1:1 basis taught by teaching assistants or the booster support teacher.	Staffing £5625		
	One to one tuition	This to repeat on an annual basis working with PP children. The focus of support will be on the development of age related skills in maths and English.			
	Attendance review with the EIS.	EIS to work alongside the school attendance officer to review all monitoring and recording procedures for whole school attendance. Policy to be	£7650		

	Ensure clarity of expectations and procedures.	amended by Academy Committee with clear strategies in place to support all groups. EIS holds attendance clinics for parents.			
	Curriculum workshops for the development of partnerships with parents.	Parental workshops to engage parents in how to support children with Reading and Maths. Termly workshops for each year group led by class teachers.	£600		
	Spiritual, Moral, Social, Cultural Values	Children to experience an enrichment activity where they stay away from home, build confidence and experience a range of activities that are outside of their own experiences.	£1500		
	Learning Mentor and the review of the nurture room pastoral support.	Pastoral Care through the development of a base that children can access to ensure integration and inclusion in the curriculum. Children feel safe and supported at school and able to be part of the school community.	Believe to Achieve £2000		
	Counselling		£7300		
Total Budgeted Cost					£39945
Total Budgeted Cost Overall					£62709