



PUPIL PREMIUM IMPACT REPORT

2017-2018

(FOR SCHOOL WEBSITE)

The 'pupil premium' is a grant given to schools for every child who is in receipt of free school meals. It is designed to make sure that pupils' education is not disadvantaged in any way by lack of funding. The school can use the money in any way that it wishes, but its success is measured by the academic progress these pupils make.

In 2017-18 we received £40,290 in recognition of the children who had been eligible for FSM in the last six years, or who were adopted from care.

In line with our Strategic Planning for Pupil Premium and Vulnerable Children, class teachers, the Headteacher and Inclusion Leader discuss the barriers that individual pupils may experience to formulate the provision for the forthcoming year. The progress of all pupils is then carefully tracked through intervention records and regular Pupil Progress meetings.

In order to try and overcome the identified barriers to learning, the 2017-18 pupil premium income was spent in the ways detailed overleaf.

IMPACT

Standards of attainment are rising for all children, not just those in receipt of pupil premium.

Over a third of our children who are eligible for pupil premium also have some degree of SEND. In each cohort the number of children is relatively small and so publishing precise information regarding impact is difficult without identifying children or cohorts (although this information can be made available to staff, governors and the LA/inspectors).

Overall the impact of the provision (in terms of academic progress in core subjects) has been:

Tracking Point Progress during 2107-2018 (expected Progress is 3 TPS)		
	Pupil Premium	Non Pupil Premium
Writing	3.1	3.0
Reading	3.4	3.1
Mathematics	3.2	3.0

Vulnerable children who receive specialist therapeutic support are able to develop their own life narrative; which enables them to be better prepared for the next stages of education.

Vulnerable children are supported emotionally, develop greater confidence in their unique talents and feel that school (and adults) provide safety. As a result they are more able to engage in learning and to make academic progress. This is a strength of St Mary's.

Good or better progress in Writing, Reading and Maths which is more consistent across year groups.

Through Achievement for All and closer working with parents, individual children's needs have been successfully identified and learning plans created with specialist advice. Attendance has also improved for the A4A Cohort. Despite being judged by OFSTED as an RI school, we were awarded the Achievement for All Quality Mark 2017-18 in recognition of our work for vulnerable learners.

All Children are given equal access to rich learning experiences regardless of finance and are able to be inspired by these, and to exhibit individual talents and skills

2017-18 expenditure			
Strategy	Cost	Provision/Actions to address identified barriers	Rationale
Raising Aspiration and Developing Engagement	£3,000	Achievement For All Release Time for Teachers	<i>Sutton Trust states that parental involvement can make +3 months impact in children's attainment.</i>
Ensuring SEND needs are accurately identified and Single Support Plans in place and effective	£12,000	Non-class based SEND-co Purchase of Educational Psychologist Time and Occupational Therapist Weekly Speech and Language Therapy SLA (high level of need in EYFS and KS1) Thrive Base – The Lodge; and staffing Release time for teachers to work with SENCo and Thrive Practitioners Training	<i>Sutton Trust says behaviour interventions and social and emotional learning have a +4 month gain on a child's attainment.</i>
Facilitating pupils' access to education – emotional needs	£13,000	Thrive Practitioner Training x2; Thrive Subscription Resourcing and staffing "The Lodge" as a base for Intervention Specialist counselling/mentoring; CAF/TAF meeting release time Additional TA support for highly vulnerable children	
Facilitating pupils' access to education – financial needs	£2,000	Supporting costs of tuition and visits	<i>Education Endowment Fund Research suggests pupils who participate in adventure learning interventions make approximately +4 months' progress over the course of a year.</i>
Additional teaching and learning	£7,000	PP children prioritised for all cross-school interventions Rapid Readers, Rapid Phonics, Rapid Maths – evidence based interventions Beanstalk/Reading Volunteers Enhancement activities e.g. Tour of Britain EYFS area contribution Teacher Led intervention/S&C in Y5 and 6 Additional Teacher (DH) Y5 and 6 Forest School Science, Healthy Schools, Art Theme Weeks	<i>Education Endowment Fund Research shows that small group tuition provides an additional +4 months rise in attainment; feedback provides an additional +8 months; Phonics provides an average impact of +4 months; reading comprehension approaches improve learning by +5 months; early years interventions have an impact of +5 months</i>
Professional Training – Quality First	£5,000	Better Maths Project (2 teachers) KS1 and 2 English/Maths Support Phonics – and release time for monitoring Maths Interventions Achievement For All Lesson Study Autism in Girls Event Vulnerable Girls Conference	<i>Education Endowment Fund Research shows that feedback provides an additional +8 months rise in attainment over a year, and small group tuition provides an additional +4 months rise in attainment.</i>

Provision of S< was not as effective as it should have been, as there were frequent delays in completing assessments: we have changed provider from September 2018.