



## Pupil Premium Funding Expenditure Plan 2016-2017

<b>Number of pupils and pupil premium grant (PPG) (January 2016)</b>	
Total number of pupils on roll	204 + 20 Nursery
Total number of pupils eligible for PPG	25 (+3 N)pupils
Amount PPG per pupil	£1,800(£300=N)
Total amount PPG 2016-17	£32,600

<b>Breakdown of Pupil Premium across the school (Sept 2016)</b>		
<b>Year Group</b>	<b>Number of Pupils</b>	<b>% of Year</b>
Foundation	7	14%
1	4	13%
2	2	8%
3	5	17%
4	3	10%
5	3	10%
6	4	13%
<b>Total</b>	<b>28</b>	<b>12.5%</b>

<b>Objectives of spending PPG</b>
<ul style="list-style-type: none"> <li>• To ensure that pupils eligible for the PPG and their families, are able to access a range of support and additional opportunities, with the intention of reducing the impact of environmental factors on their learning and life chances.</li> <li>• To close the progress gap between PP and non-PP children nationally</li> <li>• To reduce the percentage of PP children below ARE in Reading, Writing, Maths and GPS through addressing their barriers to learning</li> </ul>

<b>Barriers to Progress</b>
<p>Analysis of children in receipt of Pupil Premium funding show that there are a wide range of barriers to progress; however, these can be categorised as identified below</p> <ul style="list-style-type: none"> <li>• Financial - where pressures on parents mean that the school assists to ensure children have equal access</li> <li>• Academic - where children have additional needs in their learning such that they do not reach the threshold for EHCP but have needs additional to and different from their peers</li> <li>• Emotional - when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience independence and self esteem</li> <li>• Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school</li> <li>• Identification - ensuring that any eligible family registers for FSM, something which is particularly challenging given UIFSM entitlement and pride</li> </ul>

<b>PPG spending for 2016-17</b>	
<b>Item/ project</b>	<b>Cost</b>
Increased pupil/teacher or TA ratio, particularly in core areas	£14,000
Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion	£2,000

manager	
Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster	£3,560
Bespoke additional personalised time for vulnerable children with attendance, medical and/or emotional issues and their parents	£3,150 (1/2 day/week of teacher times equiv)
Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring	£450
Subsidy for educational visits	£150
The use of Extrinsic rewards as a short term measure to meet targets for identified learners, which will benefit all children E.g author, theatre sport etc	£4,200
Specific necessary equipment for home use/loan or use in school to support PP children	£4,000
Full time attendance for Nursery children across 1 half term equivalent	£1,260
Total	£32 770

### How will we measure the Impact?

The impact of the PP grant will be measured in two key ways:

- Academic achievement in key assessment points, all incorporated children's attainment and achievement will be discussed on an individual basis at Pupil Progress meetings. Findings will be discussed with the PP governor and reported back to the FGB
- Pupil Premium Report by the PP Lead will report on emotional health and wellbeing showing;
  - attendance and lateness records
  - pupil opinion survey on PP and non PP children achievement and self esteem
  - records of attendance on trips and extra -curricular activities
  - records of impact of small interventions on individual and PP groups' resilience to learning, independence and self esteem

### Outcomes 2015 2016

Year 1	Phonics Test	National
All	69% pass	81%
PP	67% ( 2/3 )	70%
Non PP	70% (16/23 )	83%

Year 2	Reading	Maths	Writing	Combined
	% ARE	% ARE	% ARE	
<b>National</b>	<b>74</b>	<b>73</b>	<b>65</b>	
ALL	83%	80%	67%	80%
PP	80%	80%	80%	
Non PP	84%	80%	64%	

Year 6	Reading	Maths	Writing	GPS
	% ARE	% ARE	% ARE	% ARE
<b>National</b>	<b>66%</b>	<b>70%</b>	<b>74%</b>	<b>72%</b>
ALL	71%	75%	71%	89%
PP	0%	0%	0%	0
Non PP	77%	80%	77%	96%

Year 6 Reading	% of SMA PP at ARE+	% of SMA Non-PP at ARE+	% of National Non-PP at ARE+
2015/16	100%	100%	92%

Year 6 Writing	% of SMA PP at ARE+	% of SMA Non-PP at ARE+	% of National Non-PP at ARE+
2015/16	100%	90	90%

Year 6 Maths	% of SMA PP at ARE+	% of SMA Non-PP at ARE+	% of National Non-PP at ARE+
2015/16	75%	93%	90%

## Comments

All PP children in school are reviewed at least termly, to discuss barriers to progress, to identify individual child's needs and to ensure tailored support is targeted for the child and their family circumstance.

### KS1 Disadvantaged pupil performance strengths :

- Reading EXS+ .80% - 2% above the National Non-Disadvantaged figure (78%)
- Maths EXS+ 80% - 3% above the National Non-Disadvantaged figure
- Writing EXS+ 80% - 10% above the National non Disadvantaged figure

Gaps between School PP and National Non-PP, at KS1 are all positive showing school Pupil Premium Children to be achieving above national expectations as a result of support in school.

### KS2 Disadvantaged pupil performance strengths:

The gaps between performances of PP and Non PP pupils in the KS2 SATs 2016, are not indicative of St Mary of the Angels whole school support and attainment for Pupil Premium Children, as the Pupil Premium children made progress in their barriers to learning but due to significant additional needs did not achieve ARE. Evidence indicated good success in appropriate areas for this small group. 2015 KS2 Pupil Premium findings show Literacy to be a strength for Pupil premium children and Maths to be an area to target

In KS2 the gap between SMA PP pupils and the National average for Non-PP appears to be widening, this is being addressed by:

- Engagement and resilience awareness is being targeted for all children to challenge barriers presented from home circumstances and emotional needs across the school, appropriately.
- All teachers have a good understanding of the PP children in the class and the interventions/opportunities they are receiving
- All children have access to online resources – Year 6 children have additional IT equipment offered.
- Booster support classes identify children who are in need of catch up programmes
- Attendance measures implemented at Governor level are impacting successfully on attendance across the school and reducing Pupil Premium gaps over time.

### 2015 2016 Summary of spending and progress measures:

*Progress is tracked from the end of Reception, and the end of Y2. However, in some cases, where children have made clear progress between years, which is evident through their work, this is also acknowledged as expected or accelerated progress, at St Mary of the Angels.*

**At St. Mary's, with increased challenge in 2016 assessment procedures, pupils in receipt of Pupil Premium in 2015 2016 without a Statement of Educational need (EHCP) made the following progress:**

- 72% made at least expected progress in Reading across the year.
- 67% made at least expected progress in Writing across the year.
- 72% made at least expected progress in Maths across the year-
  - Of the group, 27% also have Special Educational Needs, including EHCP children, which are factored into their learning.
  - Other impact was increased attendance and punctuality for 37% of this small group. This continues to be monitored in 2016 2017.

**PPG spending for 2015-16**

Pupil premium additional funding (£20,396) will be spent across the school in the following ways:-

	<b>Item/project for 2015 2016</b>	<b>Objective for 2015 2016</b>
In excess of £15000	Increased pupil teacher ratio in Y6, Y5 ,Y4 and Y2 particularly in core subjects	To boost attainment and progress for all through more rigorous assessment of work and responding to needs facilitated by smaller working groups
	Good links with our Education Welfare, Speech and language advisor, School Nurse, Family Support, Educational Psychology and continued support from our Inclusion manager.	To boost children's access to the curriculum via relevant, measured, planned intervention time through good links with outside agencies and our school Inclusion manager
	Booster homework clubs weekly throughout the Autumn and Spring term- accessible to invited children from Y2- Y6	To support children who have limited access to adult support at home with consolidation in Maths and in Reading, using new materials identified below.
£1000	New resources in line with engagement and accessibility in reading	Continued financial and time investment into relevant resources E.g Bug Club/Abacus which is accessible and shared with staff, parents and children across the school, in order to re ignite Reading/ Maths amongst reluctant readers
£800	Bespoke, personalised additional time for vulnerable children with attendance, medical and/or emotional issues, and their parents	To liaise with parents and children, via good support networks in school to ensure that children's needs are catered for as and when they arise.
£3000	Employment of supercoach and purchase of improved materials, for the outdoor and indoor environment to encourage improved attendance and enjoyment, supported by Attendance monitoring.	Children have improved opportunities at play time to engage in appealing and energetic activities.
£2000	Continued support of ventures in MfL and ICT to engage pupils in their own learning through more focused group work	To work in smaller groups to allow independent approaches to their own learning and to encourage increased engagement and development of specific skills in ICT and MfL