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 **Pupil Premium Funding Expenditure Plan 2018-2019**

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| **Number of pupils and pupil premium grant (PPG) (January 2017)** |
| Total number of pupils on roll | 225 |
| Total number of pupils eligible for PPG  |  31 |
| Amount PPG per pupil  | £1,320(£300=N) |
| Total amount PPG 2017-18 | £41,900 |

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| **Breakdown of Pupil Premium across the school (Sept 2018)** |
| **Year Group** | **Number of Pupils on roll** | **% of Year** |
| Rec | 1 | 4% |
| 1 | 5 | 17% |
| 2 | 4 | 13% |
| 3 | 4 | 13% |
| 4 | 3 | 11% |
| 5 | 6 | 20% |
| 6 | 3 | 10% |
| **Total** | **26** | **13%** |

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| **Objectives of spending PPG** |
| • 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. • To close the progress gap between PP and non-PP children nationally* To reduce the percentage of PP children below ARE in Reading, Writing, Maths and GPS through addressing their barriers to learning
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| **Barriers to Progress** |
| 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* Attendance- where family circumstances either medical, emotional or financial impact on children’s attendance
* Financial - where pressures on parents mean that the school assists to ensure children have equal access
* 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
* 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
* Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school
* Identification – ensuring that any eligible family registers for FSM, something which is particularly challenging given UiFSM entitlement and pride
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| **PPG spending for 2018-19** |
| Item/ project  | Cost |
| Increased pupil /teacher ratio in Y5/6 due to core subject setting for a minimum of 70% of core lessons |  |
| Increased pupil/teacher ratio in core areas in Y3/4 | £9800 |
| Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager | £4,000 |
| Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster | £2500 |
| 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 and DSL times) |
| Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring | £950 |
| Subsidy for educational visits | £4650 |
| 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 | £3,200 |
| Specific necessary equipment for home use/loan or use in school to support PP children | £1000 |
| Full time attendance for Nursery children across 1 half term equivalent  | £5400 |
| Multi sensory resources to support and develop children lagging behind, particularly in reading with additional TA time to administer it | £360+£2000 |
| Total | £33 010 |
| **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 |

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| **Review of Outcomes 2017 2018**  |
| **Year 1** | **Phonics Test** | **National** |
| **All** | **97% pass** | **82%** |
| **PP(4 pupils)** | **100%**  | **70%(FSM)** |
| **Non PP(27 pupils)** | **96% (25/26 )** | **%** |
| **We are pleased to see that our PP children’s results, at the end of Y1, for 2018 are above the NA and that of ALL children at SMA. This supports our evidence that all groups of learners are making good progress from their starting points here at St Mary’s.** |
| **Year 2** | **Reading** | **Maths** | **Writing** | **Combined** |
|  | **100% ARE** | **100% ARE** | **100% ARE** |
| **National** | **76** | **75** | **70** | 100% |
| ALL | 83% | 83% | 77% |
| PP(4pupils) | 100% | 100% | 100% |
| Non PP(26pupils) | 81% | 81% | 63% |
| **We are pleased to see that our PP children’s results, at the end of Y2, for 2018 are above the NA and that of ALL children at SMA. This supports our evidence that all groups of learners are making good progress from their starting points here at St Mary’s. We are also pleased to note that 50% of this group achieved at Greater Depth(GD) in Writing and Reading; 75% of this group achieved GD in Maths; this provides evidence that we challenge all groups at St Mary’s.** |

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| **Year 6** | **Reading** | **Maths** | **Writing** | **GPS** |
|  | **% ARE** | **% ARE** | **% ARE** | **% ARE** |
| **National** | **75%** | **76%** | **78%** | **78%** |
| ALL | 87% | 80% | 87% | 83% |
| PP(4 pupils) | 75%*Of this group, 1 child has been unable to attend school since 2016* | 50%*Of this group, 1 child has been unable to attend school since 2016* | 75%*Of this group, 1 child has been unable to attend school since 2016* | 75%*Of this group, 1 child has been unable to attend school since 2016* |
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| Non PP (26 pupils) | 88% | 85% | 85% | 85% |
| **We are pleased to see that our PP children’s results, at the end of Y6, for 2018, despite attendance concerns beyond our control, for 25% of the group are at least in line with NA for children at SMA in Reading and broadly in line for Writing and GPS. In Maths, whilst are results are lower than NA, teaching assessments dispute these results. This supports our evidence that all children are challenged to make good progress from their starting points. We are also pleased to note that 25% of this group achieved at Greater Depth(GD) in Reading; this provides evidence that we challenge all groups at St Mary’s.** |

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| **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** :* Percentage of PP Phonics= 100% - this was above the National Non-Disadvantaged figure
* Percentage of PP pupils working at greater depth is higher than 2017 available National averages in Reading, Writing and Maths at KS1
* Progress rates, from starting points, for disadvantaged children is always at least expected and often better at KS1, when measured from Early Years.

There are no gaps between PP and all other KS1 children in 2018.**KS2 Disadvantaged pupil performance strengths: (when looking at children eligible of sitting the tests/assessments):*** % of Disadvantaged children at KS2 achieving ARE in Reading, Writing and Grammar at least matched National averages. In Maths it was marginally below National averages; this was not apparent in Teaching Assessments .

The gaps between performances of PP and Non PP pupils in the KS2 SATs 2018, demonstrates that over time the strategies we are using are addressing the needs of all individuals , including those with PP. We are still keen to improve and challenge all children, including those in receipt of PP, to accelerate learning wherever possible from starting points, especially where starting points are already high. In 2018 19, this continues to be addressed in the following ways : * Engagement and resilience awareness continues to be 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 – all PP children have additional IT equipment offered.
* Booster support classes identify children who are in need of catch up programmes
* Attendance continues to be targeted and addressed; it is impacting successfully on attendance across the school and reducing Pupil Premium gaps over time.

**2016 2017 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, as a whole group, with continued increased challenge in 2018 assessment procedures, pupils in receipt of Pupil Premium in 2017 2018 across all key stages, made the following progress:*** 92% made at least expected progress in Reading across the year (10% higher than in 16/17).
* 83% made at least expected progress in Writing across the year. (11% higher than in 16/17).
* 79% made at least expected progress in Maths across the year (7% higher than in 16/17)
	+ Of the group, in 2018, 20% also have Special Educational Needs, which are factored into their learning.
	+ Other impact was increased attendance and punctuality for 20% of this small group. This remains an area to target, especially with emotional and health vulnerabilities within this group .
	+ EAL learners made accelerated progress from starting points for this group of learners (PP), also.
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| **Here is a summary of the PPG spending for 2016-18 which has produced the results analysed above** |
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| **PPG spending for 2016-17 (rag rated)** |
| Item/ project  | Cost |
| Increased pupil/teacher or TA ratio, particularly in core areas | £9800 Good |
| Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager | £4,000 Good |
| Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster | £2500 Very good |
| 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 and DSL times) Mostly good; where not good, school is handling situations sensitively  |
| Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring | £950 very good |
| Subsidy for educational visits | £4650 very good |
| 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 | £3,200 very good |
| Specific necessary equipment for home use/loan or use in school to support PP children | £1000 good/ongoing  |
| Full time attendance for Nursery children across 1 half term equivalent  | £540 very good |
| Multi sensory resources to support and develop children lagging behind, particularly in reading with additional TA time to administer it | £360+£2000 good |
| Total | £33 010 |

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