



Context

St Marys Catholic Primary School is a one form entry school in Royston. We also have a Nursery and Pupil Premium has been slightly increased but still only represents a little over 5% of our total cohort.

Schools receive a payment, or Pupil Premium, for each child who is currently eligible for Free School Meals or has been eligible for Free School meals within the last six years (FSM 6 Ever). Children who are looked after, or children from service personnel, are also allocated funds within Pupil Premium.

We provide a happy and stimulating learning environment delivering a high standard of education for all our pupils and we believe that everyone is a child of Christ and their gifts and potential should be nurtured and developed.

Overview of the School 2015 – 2016

Total number of pupils on roll	223
Total number of pupils eligible for PPG	12
Amount of PPG received per pupil	£1,300/£300
Total amount of PPG received	£7190

Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Children can also be high achieving pupils and we ensure they also receive support and challenge.

Our key objective in using the Pupil Premium Grant is to diminish the difference between pupil groups. As a school we strive to ensure that pupils make good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We analyse our data thoroughly, examine the impact of current interventions and make use of a range of research to inform our decision making, as well as outside agencies and their advice:

- Wellcomm assessment
- Cambridge University (research project)

Whilst we acknowledge the importance of core skills we believe in developing the children as a whole for example we will look to ways to develop their self-confidence, public speaking, physical strength and dexterity.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their dedicated TA. By identifying their strengths and weaknesses / hopes and ambitions we can at how Pupil Premium support can have maximum impact.

DfE Guidance states:

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provisions should be made for individual pupils.

Parents can be assured that, as with all budget allocations to the school, decisions about provision and spending can be made with the best interest of all children's wellbeing and progress in learning at its core. Meetings to discuss Pupil Premium allocation include: pupil progress meetings 6 x annually (class teachers, Headteacher and SENCO); Senior Leadership Team meetings, Governing Body meetings, whereby the Finance Committee analyses spending on Pupil Premium and the School Standards and Improvement Committee analyses the achievement of all pupils and groups of pupils in learning, including those in receipt of Pupil Premium.

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact. Assessment is both formative and summative and is analysed in details during Pupil Progress meetings.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupil, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Priorities

This year our school priorities are to develop Pupil Premium are through our SDP areas:

- RE
- EYFS
- Middle leaders
- Sharing good practise
- Reading (comprehension)
- Develop and embed Growth mindset approach to learning alongside developing outside learning.

Impact of Pupil Premium Spending 2015-16

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify areas to develop and implement strategies interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact.

In 2016, we will use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current Data for all classes
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback from questionnaires
- Outside advice

Provision

The range of provision the Governors may consider making for this group could include:

- Providing small group work with two experienced teachers focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- Providing a TA in the classroom so that the teacher is freed up to support those children whose need is greatest.
- ICT support.
- TA training.
- Mentoring
- Funding free school meals for eligible children
- Residential trips
- Music tuition

Reporting

It will be the responsibility of the Head teacher to produce regular reports for the Governors' Meeting on:

- The progress made towards diminishing the differences, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.

Impact

Pupil learning can best be measured through Year 6 SATs results, both attainment and progress, comparing Pupil Premium pupils (defined as 'Disadvantaged Pupils' in RaiseOnline) and other pupils.

Up to 2016 the numbers of pupil premium pupils completing Key stage 2 was very small

- 1 pupil in 2013
- 1 pupil in 2014
- 4 pupils in 2015
- 1 pupil in 2016

KS2	2015	Gap within school Other pupils	Gap National Other pupils	2016	Gap within school Other pupils	Gap National Other pupils
COHORT	4					
<u>Reading:</u> % of PP achieving Level 4 or above at KS2	75%	-1 child	-17% (1 child)			
<u>Reading:</u> % of PP achieving Level 5 or above at KS2	50%	-22	-5			
<u>Writing:</u> % of PP achieving Level 4 or above at KS2	100%	-14	+10			
<u>Writing:</u> % of PP achieving Level 5 or above at KS2	50%	-30	+8			
<u>Maths:</u> % of PP achieving Level 4 or above at KS2	100%	+4	+10			
<u>Maths:</u> % of PP achieving Level 5 or above at KS2	50%	-14	+2			
<u>English Grammar, Punctuation and spelling:</u> % of PP achieving Level 4 or above at KS2	50%	-2 pupils	-2			
<u>English Grammar, Punctuation and spelling:</u> % of PP achieving Level 5 or above at KS2	50%	-2 pupils	+14			