

### St Mary's Pupil Premium 2016-17

The pupil premium is additional funding (£1320 per child) given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. There is also funding (£1900 per child) given for children who are looked after, have been adopted from care or who have left care.

For the financial year 2016/17 St Mary's has been allocated **£132,420**. You can see below the range of activities we have used and continue to use this funding for. These activities help to ensure that our children in receipt of Pupil Premium achieve their full potential.

**Total Spend of Pupil Premium = £211,458**

**Total Pupil Premium allocation = £132,420**

#### Attainment Analysis – St. Mary's – July 2017

The Federation points referred to in this document are used to measure the pupils' attainment and progress. The 'Expected' number of Federation points, referred to in the table below, refer to where a child achieving at age-related expectation (ARE) will be performing at the end of each year. The expected progress from the end of one school year to the end of the next school year is 3 Federation points. The table shows the attainment, at the end of each year group, of the cohort and children awarded pupil premium funding.

Group	Expected	Reading	Writing	Maths
<b>Year 1 - All</b>	<b>19</b>	19.2	19.0	19.2
Pupil Premium	19	<b>19</b>	<b>18.0</b>	<b>19</b>
<b>Year 2 - All</b>	<b>22</b>	24.5	23.5	24.5
Pupil Premium	22	<b>23.5</b>	<b>23</b>	<b>24</b>
<b>Year 3 - All</b>	<b>25</b>	28.7	27.4	26.7
Pupil Premium	25	<b>26.3</b>	<b>26.5</b>	<b>26.1</b>
<b>Year 4 - All</b>	<b>28</b>	32	31	30.9
Pupil Premium	28	<b>31.6</b>	<b>30.7</b>	<b>30.2</b>
<b>Year 5 - All</b>	<b>31</b>	36.5	34.2	34.7
Pupil Premium	31	<b>35.4</b>	<b>34.4</b>	<b>34.1</b>
<b>Year 6 - All</b>	<b>34</b>	38.2	37.3	38.6
Pupil Premium	34	<b>35</b>	<b>36.2</b>	<b>37.6</b>

Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	21.9.17 Review Attainment of PP children Fed Points
Year 1	TA to work on reading, writing and maths	1/5 of TA's time table will be used to consolidate learning in reading, writing and maths	<b>£5452</b>	<ul style="list-style-type: none"> <li>Individual targets have been identified to ensure that gaps are closed through additional work with TA</li> <li>TA is able to identify and address remaining gaps and barriers in conjunction with class teacher</li> <li>Gaps in attainment and progress have been closed</li> </ul>	Data shows the children have attained at ARE or closed the gap between actual and expected attainment by the end of the year	<p>End of Y1 expected 19</p> <p>Reading- 19 Writing – 18.7 Maths – 18.4</p>
Year 1	TA to support in RML every morning	TA teaches a small group RML strategies which enables children to further improve their reading and writing skills	<b>£11327</b>	<ul style="list-style-type: none"> <li>Individual targets have been identified to ensure that gaps are closed through additional work with TA</li> <li>TA is able to identify and address remaining gaps and barriers</li> <li>Gaps in</li> </ul>	Data shows the children have attained at ARE in Reading and closed the gap between actual and expected attainment in Writing	

Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	
Year 2	To raise the attainment and increase progress in reading, writing and maths	Additional teacher to offer QTS in small groups	<b>£24259</b>	<ul style="list-style-type: none"> <li>Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>Increased focus and concentration of children working in small group</li> <li>Gaps in attainment and progress have been closed</li> </ul>	<p>Data shows the children have attained above ARE by the end of the year</p> <p>Children made an average of 4 points progress in reading, writing and maths</p>	<p>End of Y 2 expected 22</p> <p>Reading- 23 Writing- 23 Maths – 23.4</p>
Year 3	To raise the attainment and increase progress in reading, writing and maths	Additional teacher to offer QTS in small groups	<b>£24259</b>	<ul style="list-style-type: none"> <li>Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>Increased focus and concentration</li> </ul>	<p>Data shows the children have attained at or above ARE by the end of the year</p>	<p>End of Y3 expected 25</p> <p>Reading- 25.2 Writing- 25.2 Maths- 25</p>

				<p>of children working in small group</p> <ul style="list-style-type: none"> <li>Gaps in attainment and progress have been closed</li> </ul>		
Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	
Year 4	To raise the attainment and increase progress in reading, writing and maths	Additional teacher to offer QTS in small groups	<b>£24259</b>	<ul style="list-style-type: none"> <li>Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>Increased focus and concentration of children working in small group</li> <li>Gaps in attainment and progress have been closed</li> </ul>	Data shows the children have attained at or above ARE by the end of the year	<p>End of Y4 expected 28</p> <p>Reading- 29.8 Writing – 28.8 Maths- 28.3</p>
Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	
Year 5	To raise the attainment and increase progress in reading, writing and	Additional teacher to offer QTS in small groups	<b>£24259</b>	<ul style="list-style-type: none"> <li>Through teaching in small classes children receive personalised teaching to address individual</li> </ul>	Data shows the children have attained at or above ARE by the end of the year	<p>End of Y5 expected 31</p> <p>Reading- 33.3</p>

	maths			barriers to learning and gaps. <ul style="list-style-type: none"> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>		Writing- 32.1 Maths- 31.1
Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	
Year 6	To raise the attainment and increase progress in reading, writing and maths	Additional teacher to offer QTS in small groups	<b>£31296</b>	<ul style="list-style-type: none"> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>	Data shows the children have attained at or above ARE by the end of the year	
Year 6	To raise the attainment and increase progress in	<u>Booster classes</u> to take place after school by	<b>£20234</b>	<ul style="list-style-type: none"> <li>• Through teaching in small classes children receive personalised</li> </ul>	Data shows the children have attained above ARE by the end of the year	End of Y6 expected 34

	reading, writing and maths	members of SLT and teachers  Each teacher teaches one hour each after school		teaching to address individual barriers to learning and gaps. <ul style="list-style-type: none"> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>		Reading- 35 Writing- 36.2 Maths- 37.6
Year 6	To raise the attainment and increase progress in maths	Children have the opportunity to consolidate their mental maths and arithmetic skills in a small group  TA to take the group four mornings a week from 8.00 till 8.45	<b>£1447</b>	<ul style="list-style-type: none"> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>	Data shows the children have attained above ARE in Maths	
Year 6	To raise the attainment and increase progress in	<u>Achievement school</u> on Saturday will support our	<b>£19968</b>	<ul style="list-style-type: none"> <li>• Through teaching in small classes children receive personalised</li> </ul>	Data shows the children have attained at or above ARE by the end of the year	

	maths, grammar and reading	children to further consolidate their understanding of maths, grammar and reading in term 1.2, 2.1, 2.2  SLT and teachers		<p>teaching to address individual barriers to learning and gaps.</p> <ul style="list-style-type: none"> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>		
Year 6	To raise the attainment and increase progress in reading, writing and maths	<u>Easter school</u> on Saturday will support our PP children to further consolidate their understanding of maths, grammar  SLT_and teachers	<b>£1330</b>	<ul style="list-style-type: none"> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> <li>• Gaps in attainment and progress have been closed</li> </ul>	Data shows the children have attained at or above ARE by the end of the year	
<b>Curriculum enrichment</b>						
Year group	Objective	Opportunity	Cost	Success criteria	Measurable outcomes	
All	Pantomime	Children get	<b>£1170</b>	<ul style="list-style-type: none"> <li>• Enjoyment of live</li> </ul>	Data shows that the	

	theatre company performance	the chance to visit a theatre to a professional pantomime company. Teaching and learning opportunities will follow this event.		<p>theatre experience</p> <ul style="list-style-type: none"> <li>• Greater engagement in reading and writing due to theatre experience</li> <li>• Improved outcomes in writing</li> </ul>	<p>children have attained at or above ARE by the end of the year in writing</p> <p>Enjoyment of experiential learning</p> <p>Aware of how live performance differs from film or video and the of greater concentration this requires of the audience</p> <p>High quality writing</p> <p>High quality work displayed in school (writing and art) inspired by Sleeping Beauty</p>	See Writing data across year groups
All	To support teamwork and fair play through sports with Sport s Coach	Children have the opportunity to work in small groups on sports related activities. A particular focus on working as a team, sharing and controlling emotions	<b>£2600</b>	<ul style="list-style-type: none"> <li>• Developing turn taking skills</li> <li>• Understanding fair play and sharing opportunities</li> </ul>	<p>Children are able to play better in a team.</p> <p>Children can work collaboratively in sports as well as in class activities</p> <p>Increased engagement</p> <p>Fewer incidents</p> <p>Fewer referrals to SLT</p>	Increased engagement and improved social skills including team work, sharing and turn taking, and valuing and praising other people in the team
All	To support children in	Children to work in small	<b>£2340</b>	<ul style="list-style-type: none"> <li>• Building resilience</li> <li>• Develop ability to</li> </ul>	Children show greater resilience in	Increased self



	being good friends with learning mentor	groups to discuss friendships and learn how to listen to other points of views.		form positive relationships	situations they find challenging Children are able to work in small groups. Children feel more positive in their friendships Children are able to make new friends	esteem and confidence to raise issues with mentor when necessary. Building meaningful relationships with adults and children
Year 3, 4 and 5 children	To raise academic standards children through small group interventions  To strengthen relationships through engaging, collaborative and challenging activities	PP children are invited to <u>Shine</u> on Saturday from 9.00-14.00 to further develop their standards in an informal setting with children from two other schools.  Children are provided with lunches and they are taken out on exciting tours and trips in London		<ul style="list-style-type: none"> <li>• Children receive focused teaching to address barriers to learning and address individual gaps.</li> <li>• Increased focus and concentration of children working in small group Gaps in attainment and progress have been closed</li> <li>• Children on special outings to provide experiences within and outside their local community</li> <li>• Children have a greater</li> </ul>	Data shows the children have attained at or above ARE by the end of the year Wide range of experiences which children can refer to in their life and schooling. Improved concentration Strong and long lasting relationships between children.	End of Y3 expected 25  Reading- 25.2 Writing- 25.2 Maths- 25  End of Y4 expected 28  Reading- 29.8 Writing – 28.8 Maths- 28.3  End of Y5 expected 31  Reading- 33.3 Writing- 32.1 Maths- 31.1

				understanding of the world around them		
All	To support families by subsidising BC and ASC.	Children benefit from BC (breakfast) and After school club activities such as sport, arts and crafts.	<b>£10354</b>	<ul style="list-style-type: none"> <li>Improved attendance and punctuality</li> <li>Ensure children have a nutritional breakfast</li> <li>Homework support available</li> <li>Children benefit from a safe engaging environment</li> </ul>	<p>Children are in school , on time and ready to learn at the beginning of the day</p> <p>Children enjoy nutritional food.</p> <p>Children are in a safe environment, enjoying engaging activities</p>	All children to have a healthy breakfast and tea and after school activities in safe environment
<b>Year group</b>	<b>Objective</b>	<b>Opportunity</b>	<b>Cost</b>	<b>Success criteria</b>	<b>Measurable outcomes</b>	
All	To enjoy a trip to the theatre to see STOMP	Children get the chance to visit a first class London Theatre Group performance. The performance will be followed by lunch in a restaurant after which the children	<p>One ticket £20</p> <p>Lunch £15</p> <p><b>= £2730</b></p>	<ul style="list-style-type: none"> <li>To have experience of going to a theatre in West End</li> <li>Children develop an understanding of public transport systems</li> <li>Increased vocabulary through listening and speaking opportunities</li> </ul>	<p>Children experienced the excitement of a live theatre performance and share their experience through topic related vocabulary</p> <p>Aware of how this is different from film or video and of greater concentration this requires of the</p>	<p>Children have experienced high quality entertainment in a West End Theatre</p> <p>Trip very successful. Children were engaged and excited.</p>

		will go back home.			audience Experience beyond their local community Aware of safety on public transport	
All	To go on a duck tour around the main sites in London	Children get the chance to see the main London sites on the road as well as on the water.	One ticket £18  Lunch £15  <b>= £2574</b>	<ul style="list-style-type: none"> <li>• Children develop an understanding of the geography and history of London</li> <li>• Increased vocabulary through listening and speaking</li> <li>• Children develop an understanding of public transport systems</li> </ul>	Children were excited and engaged Children familiar with London sites and be able to share their experience using topic related vocabulary Aware of safety on public transport	Tour took place, very successfully, in September.  No lunch provided as children left school after school lunch so no core learning lost
All	To see a live science show linked to our curriculum	Children will be able to see science in action through experiments and storytelling performed by 'Science made simple'.	<b>£700</b>	<ul style="list-style-type: none"> <li>• Increased engagement of children in science</li> <li>• Increased understanding of science topics covered in the shows</li> <li>• Understanding of how practical science contributes to our understanding and helps answer scientific</li> </ul>	Science made practical so children can see how it works Greater engagement in science in class Better understanding of practical science in class Follow up investigations in class Photos and work displayed in class.	All children very excited and interested by the shows.  Reception also joined in.

				questions		
Year 5 and 6 children	To perform a Shakespeare play to the school- Shaking up Shakespeare	Children take part in a workshop	<b>£900</b>	<ul style="list-style-type: none"> <li>• Understanding of Tudor English</li> <li>• Increased vocabulary through listening and speaking opportunities</li> <li>• Understand the link between play scripts and performance</li> </ul>	<p>Children become familiar with Shakespeare's English</p> <p>Children are confident and articulate speakers</p> <p>Improved outcomes when writing play scripts in class due to link to performance</p>	Performance and workshop to whole of Year 6 on Friday pm after SATs